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The narrative descriptions of local school district projects in North Carolina, funded by the Elementary and Secondary Education Act, Title I, are offered in this volume. Information, including photographs, are presented for each of the eight educational districts and for the special schools. Statistical information is also included. (NH)

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DREAMS and VISIONS
Title I Projects, 1967-1968

Elementary and Secondary Education Act of 1965

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UD 007 511

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DREAMS and VISIONS

Title I Projects for 1967-1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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". . . your old men shall dream dreams, your young men shall see visions."

(Joel 2:28)

UD 007 511

Beatrice H. Criner, Editor
State Administration, Title I, ESEA
Raleigh, North Carolina
March, 1968

Foreword

When enacting Public Law 89-10, Congress stipulated that information concerning innovative and effective educational programs being used in a school system should be shared with other systems and other states.

Dreams and Visions is one means by which the State Administration is attempting to discharge the obligation placed upon it by Congress.

In this publication we have included, with minor editorial liberties, the narrative descriptions of approved projects submitted by the Local Educational Agencies in North Carolina. When available we have included with the project description, pictures illustrating those activities which the local schools consider the most outstanding.

Brief statistical summaries of the various activities, participation in them by children and staff, and initially proposed budgetary allocations are also included in this report.

We hope that *Dreams and Visions* will give an idea of the total program under Title I in North Carolina, and of the individual projects at the local level. We are proud of the dreams and visions which our school administrators, teachers, and patrons have evidenced in preparing these projects. And we are deeply appreciative of the cooperation which we have received from the Local Educational Agencies in the preparation of this publication.

Jos. M. Johnston

Joseph M. Johnston, *Coordinator*

March 1968

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Introduction

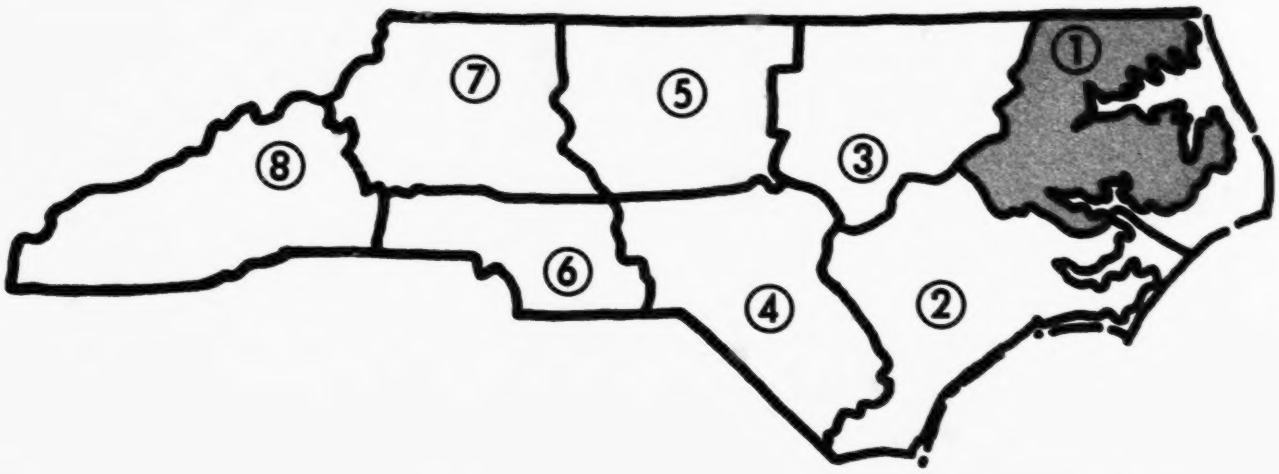
A century ago, in the introduction to *Les Miserables,* Victor Hugo wrote that the three problems of his world were "*. . . the degradation of man by poverty, the ruin of woman by starvation, and the dwarfing of childhood by physical and spiritual night.*"

A hundred years later, in our own rich country, contemporary Hugos write of the same three problems.

It is fortunate that for children there are two worlds—the real world of today; and the world which may be real tomorrow.

Creation of this second world is the concern of Title I.

TITLE I PROJECTS APPROVED FOR 1967-68



FIRST EDUCATIONAL DISTRICT

BEAUFORT COUNTY BOARD OF EDUCATION
WASHINGTON CITY SCHOOLS
BERTIE COUNTY BOARD OF EDUCATION
CAMDEN COUNTY BOARD OF EDUCATION
EDENTON-CHOWAN SCHOOLS
CURRITUCK COUNTY BOARD OF EDUCATION
DARE COUNTY BOARD OF EDUCATION
GATES COUNTY BOARD OF EDUCATION
HERTFORD COUNTY BOARD OF EDUCATION
HYDE COUNTY BOARD OF EDUCATION
MARTIN COUNTY BOARD OF EDUCATION
ELIZABETH CITY-PASQUOTANK PUBLIC SCHOOLS
PERQUIMANS COUNTY BOARD OF EDUCATION
PITT COUNTY BOARD OF EDUCATION
GREENVILLE CITY BOARD OF EDUCATION
TYRRELL COUNTY BOARD OF EDUCATION
WASHINGTON COUNTY BOARD OF EDUCATION

Title

Remedial and Enrichment Program to Strengthen Learning in the Language Arts with Emphasis on Reading, K-8

Project Budget

$370,614

Children in Project and Grade Levels

2,914 K-8 and ungraded

ESEA Staff

76 (plus 109 whose salaries are not paid by Title I funds)

CULTURAL ENRICHMENT

Field trips to acquaint the educationally deprived child with his community and surroundings will be an important educational activity included in this project. Parents will participate in this phase of the project, since the limited experiences of the child have roots in the meager home environment. By expanding the horizons for both parent and child, the total communication process will be strengthened and improved. The parent who has shared an educational experience with his child will become a more effective listener and discussant.

Vicarious experiences will be offered through various types of educational media and technological devices. Library collections include purchases of materials geared toward cultural enrichment through reading for the educationally disadvantaged.

ENGLISH—READING and ENGLISH—SPEECH

A language arts supervisor and a general supervisor will work in the qualifying schools as full-time consultants for the regular instructional staff. The language arts supervisor will aid teachers in planning for reading instruction and in organizing the classroom for more effective language arts instruction. She will work closely with teachers concerning extreme problem cases. The general supervisor will also aid teachers in planning for reading instruction with particular emphasis on integrating and correlating all subject areas into a more effective total language arts program. Both supervisors will work closely with the project consultant in identifying content needs for inservice programs.

A three-track reading program has been planned for pupils in grades 1-6. This program will permit each pupil to begin at his specific need level and to progress according to his learning rate and ability.

The main or middle track will be the basic program. The first track will provide additional experiences for those pupils who need reteaching before proceeding to the next level of the basic program.

The third track will provide independent and supplementary reading for those pupils who are achieving above their level of expectancy.

Learning aids will include workbooks to accompany the basic series. Self-help activities, records, films and other media will be used in grades 1-8. In addition to the basic reading program, guided reading through an individualized approach will stress self-selection for each child.

HEALTH and PHYSICAL EDUCATION

Improvement of the language arts program is related to the physical well-being of the child. A physical education supervisor will provide the necessary help for classroom teachers of qualifying schools to offer children an adequate physical education program. School nurses will be responsible for working with pupils, teachers, and parents in the area of health education.

OTHER—KINDERGARTEN

This part of the project will include preschool children scheduled to attend qualifying schools upon reaching age 6. The ratio of pupils to teacher and teacher aide will be no greater than 25.

Experiences and activities will include the following:

- Complete medical and eye examination
- Field trips to increase the children's contact with the larger world
- Mental maturity and reading readiness testing with provision for thorough follow-up as these children move into the regular school program
- Curriculum and materials of instruction to assure the achievement of:
  - **The sensory-manipulative skills**
  - **The expansion of the background of experience and concepts**
  - **The perceiving and imitation of correct speech sounds**
  - **The challenging of reasoning ability**
  - **The increasing of listening ability and lengthening attention span**
  - **The experience of immediate success and work at an appropriate level**
  - **The development of a sense of personal worth**
  - **The development of a healthy attitude toward society and its value structure**

OTHER—TEACHER AIDES

Teacher aides will be employed—one for every three regular classroom teachers. The aide will work directly under the supervision of the classroom teacher. She will take over time-consuming, nonteaching tasks, leaving teachers free to work more closely with their pupils and enabling the teachers to focus increasingly on the deprived children. The relationship between the school, the community, and the home will be strengthened through the involvement of parents and neighbors as aides.

Major responsibilities of the teacher aide will include the following:

- Work directly under the supervision of the classroom teacher
- Handle such routine tasks as:
  - **Checking reports**
  - **Counting lunch money**
  - **Securing instructional materials and supplies**
  - **Setting up various projectors**

    - **Taking care of emergency situations; for example, contacting a parent concerning a sick child**
    - **Taking pupils to and from lunchroom, on a walk, and to and from the playground**
    - **Maintaining an attractive classroom**
    - **Caring for the physical aspects of the classroom, such as heating, lighting, and ventilation**
- Assume the responsibility of review work in:
    - **Work-attack skills**
    - **Cultivating sound number concepts**
    - **Oral communication**
- Provide for the pupils extended experiences in the area of:
    - **Literature**
    - **Poetry**
    - **Physical Education**
    - **Art**
    - **Music**
    - **Play therapy**
- Work directly with slow-moving children or those who have been absent from school.

CLOTHING and FOOD SERVICES

School nurses and principals, with the assistance of teachers and other specialized school personnel, will identify disadvantaged pupils in need of clothing. When the need for clothing is determined and certified, it will be the responsibility of the school nurses to distribute the needed items.

The project staff will include a nutritional supervisor who will work directly with the existing food services personnel in the qualifying schools. This person, with a background in home economics and administration of food services, will conduct studies to determine how the lunch programs can be upgraded in terms of a better balanced diet and improved overall service to disadvantaged children. Her responsibilities will include planning food for children on the basis of need. She will be involved in parent-education programs which will instruct parents on the maximum use of surplus commodities to give their children well-balanced diets at home.

GUIDANCE

Elementary school counselors will work with teachers, parents, administrators, and pupils in the qualifying schools. Since the disadvantaged child comes to school with a variety of home-related problems, it will be the counselor's task to identify special adjustment and learning difficulties related to the reading-learning process.

The counselor's services will include test administration and interpretation.

HEALTH—DENTAL and HEALTH—MEDICAL

Four school nurses will augment existing services in screening for medical treatment. They will be responsible for working with pupils, teachers, and parents in the area of health education. They will also maintain complete health records on children and serve as liaison persons between home and school to establish positive working relationships with parents. Various facets of the health services program will include referrals to doctors and other specialists for appraisals of needed corrective treatment, and follow-up activities regarding pupil health. Psychiatric services will be available through the Tideland Mental Health Clinic, Washington, North Carolina.

LIBRARY SERVICE

Improvement of library services will be an important facet of the project. A library supervisor and two trained librarians will provide qualifying schools with full-time library services except for Chocowinity Elementary School and the Pinetown Elementary School. These two schools have eight teachers each and will share the services of one librarian. Five of the qualifying schools are union schools and have both elementary and high school libraries. Library aides will enable all libraries to be open during the entire school day.

For a period of eight weeks during the summer months the libraries in the seven ESEA qualifying schools will be open for eight hours per week. The book collections and other library materials will be available for use by all children and adults in each community. Every effort will be made to insure the use of library materials by the educationally deprived.

SPEECH THERAPY

The disadvantaged child with a speech defect is greatly handicapped in oral communication. In Beaufort County, such children have no opportunity for correctional services except through the school program. One speech therapist will be employed to work with personnel in qualifying schools in order to diagnose problems and provide needed therapy.

OTHER—CURRICULUM MATERIALS CENTER

An educational media supervisor will be provided to work with teachers and librarians to insure maximum use of educational media and materials. This supervisor will be responsible for helping teachers become efficient in the operation and use of technological devices. He will serve as consultant and advisor in the selection and production of appropriate materials to strengthen language arts for the disadvantaged child.

New approaches and experimental programs will demand the use of new media with which the teachers are not proficient. Basic to assisting the teachers will be orientation programs.

A technological aide will work under the immediate supervision of the educational media supervisor in order to keep all equipment in good working order.

OTHER—INSERVICE TRAINING FOR STAFF PERSONNEL

The inservice training program will be conducted by a trained reading specialist who will serve as consultant to the project. This program will be aimed at increasing teachers' overall understanding of the techniques of reading instruction, effective use of materials, and special problems involved in teaching educationally disadvantaged pupils. The inservice program will involve all teachers in grades K-8. The inservice program will be continued throughout the duration of the project.

Each teacher aide and library aide will also receive inservice training. The developmental reading program will acquaint them in general terms with the total process of reading instruction. There will also be time devoted to a description of their duties and an understanding of them.

Inservice education for special supervisory personnel will be provided when necessary.

NOTE:

All services and activities included in the project are available to those private school children identified as educationally deprived.

WASHINGTON CITY SCHOOLS

Project No. 68-0032

Title

Educational Improvement

Project Budget

$282,390

Children in Project and Grade Levels

2,244 K-12 and ungraded

ESEA Staff

61 (plus 81 whose salaries are not paid by Title I funds and 8 unpaid volunteers)

CULTURAL ENRICHMENT

Our students are impoverished culturally. They have not been exposed to nonpopular music, the performing arts, and creative arts. They have not visited museums. They have very little motivation for visiting a museum, listening to a concert, enjoying the theatre, or becoming involved in painting, carving, or band.

Our principals and teachers shall:

- **Broaden our music program by including experiences in semiclassical and classical music**
- **Provide experiences in the theatre for our children**
- **Introduce and develop our students' appreciation for great paintings and artists**
- **Prepare our students for successful visits to the museum**
- **Provide instruments so that our deprived students may have instruction in concert music. These students shall play concert music in assembly programs for our deprived children**
- **Provide experiences in drawing, painting, carving and designing.**

ENGLISH—READING

The vast majority of our students are deprived. Their attitudes reflect indifference toward conventional classroom activities, poor attention, irresponsibility, lack of determination to learn, poor verbal functioning, and a depressed self-image. They are generally hungry, withdrawn, poorly clothed, frequently absent, and severely retarded in reading. They have very limited experiences; seldom travel; have little access to books, magazines, pictures; and have no appreciation for cultural experiences.

Their attitudes and behavior reflect the deprivations of their homes. Poor housing; low income; unemployment; crowded living conditions; poor sanitation; and, too often, lack of parental concern and the know-how to improve family living, contribute to their lack of interest in reading.

Our deprived children have had very limited experiences in listening, effective thinking, writing, clear speech, correct spelling, and organization of ideas. Many times they seem to know but are unable to verbalize effectively. They remain shy, silent, and nonparticipating even in small group discussions.

We propose to utilize the many resources available to involve these students more effectively in the educational process. Because of the negative influences within the homes, we shall promote parent participation in our school program.

- Our supervisors, who have demonstrated competence in reading developmental programs, shall give expert leadership in improving a basic, sequential reading skill program in our schools. Our basal text series shall be the key material in this area. We shall utilize phono-visual materials. Our inservice efforts will be directed toward improving our teacher competencies. Consultants utilizing lectures, workshops, and observation shall help us achieve our developmental reading program.
- Diagnostic reading tests shall be used to identify the reading and verbal needs and difficulties of each student.
- We shall use the speech teacher, language master, and tape recorder to improve the speech of all deficient students.
- Motivation to read shall be promoted by providing interesting, successful, challenging experiences to our students with appropriate recognition and praise. These experiences shall include trips to interesting places. Balls, ropes, and other game supplies shall be used to involve them in reading activities.
- We shall attack reading disabilities through teacher awareness of specific student deficiencies, by provision of materials and methods for small group and individual instruction. We shall use reading kits and workbooks effectively. Our workbooks shall be correlated with our basal text, and shall not displace tests. Our workbooks shall be available for study, evidencing their correct use by our teachers and students as a vital tool for learning. The SRA Reading Lab shall be used in our reading activities.
- Preschool classes shall be provided to bring these students up to the level required to begin reading more effectively.
- Improving our libraries with additional personnel, a greater variety of content and recreational publications that can be used both in school and taken

home, and the extension of library hours to after school periods shall facilitate our student reading opportunities.

- We shall build the vocabularies of our children by providing experiences in which new words will be required by using them in talking with children, reading interesting stories, and providing opportunities for pupils to tell experiences that enable them to use these new words. Audiovisual media, an improved collection of classroom and library books (including dictionaries), travel experiences, and assistance from teacher aides shall be used to develop vocabularies.
- Our teachers, with the assistance of our audiovisual coordinator shall use movie and filmstrip projectors, tape recorders, overhead projectors, language masters, and Craig Readers to clarify and reinforce instruction in large and small group, and in individualized, independent study.
- We shall develop listening skills by providing experiences in story telling, rhyming in poetry, recordings, see-and-tell filmstrips, tape-recordings, movies, etc.
- We shall use our trips as a means to improve speaking, writing, and spelling.
- We shall reorganize our classes using small group discussions and oral reports of our experiences to promote verbalization and sequential arrangement of ideas.
- We shall provide such compensatory auxiliary services as food, clothing, medical care, dental care, and trips in order to reduce deprivations that impede full participation by our students in our reading program.
- We shall provide preschool reading experiences for our deprived children.

IMPROVEMENT OF MATHEMATICS

The children here are severely retarded in arithmetic. Their levels in reasoning and knowledge of fundamentals of arithmetic are extremely low. They have had very limited experience in dealing with concepts of quantity, and its elements. This arithmetic deficiency extends into the high school. Simple computations required in science, home economics, industrial arts, commercial education and trades impede their progress and contribute to their failure. They often drop out.

- We shall develop concepts of quantity by providing manipulative materials, including games, to enrich the experience of children.
- Our teachers, aided by consultants, shall plan a sequential arithmetic program that is more effectively related to their achievement level and their limited experiences.
- We shall develop an effective tutorial auxiliary program using available teachers and able students to assist students of low achievement in arithmetic.
- Mathematical teaching aids shall be provided that are useful in reducing abstractions, and that more clearly relate the uses of mathematical processes to daily experiences.
- We plan to correlate mathematics with newly provided learning experience in all subject areas and services under Title I, through individual and small group planning.
- We propose a summer remedial program for children in grades 1-12 who need it. In this program we intend to:

  Study diagnostic data to determine individual weakness.
  Plan individualized instructional assistance to correct weakness.
  Involve pupils with manipulative mathematical supplies, films, and filmstrips to clarify concepts.
  Provide volunteer tutor assistants.
- Our preschool summer program shall include experiences in concepts of shape, size, and quantity.

Fifty-one teachers will receive inservice training in this project. Also, 32 teacher aides shall receive inservice training.

OTHER—KINDERGARTEN

A majority of the children entering first grade in our schools are devoid of experiences needed for beginning school successfully. Attending to personal needs, listening, accepting and following directions, sharing, asking and telling, and manners are real problems to them. Too much of the school year has to be used in providing readiness experiences, thus delaying instruction in learning how to read.

We propose to provide preschool readiness experiences for our children, ages five and six, during a nine-weeks' summer period. We shall employ ten teachers, five teacher aides, one speech teacher, one music teacher; and shall have the services of our nurse, social workers, attendance counselor, audiovisual coordinator, and lunchroom staff.

- We shall give training in caring for personal needs.
- We shall provide experiences in listening, using recordings, story telling, reproducing sounds around us, imitating, rhyming, etc.
- We plan to use games, paper, and crayons to develop ability to follow directions.
- We shall provide experiences in sharing that will lead children to value helping others.

ATTENDANCE SERVICE

Our attendance service shall be directed by our attendance counselor, assisted by all teachers, social workers, the nurse, lunchroom coordinators, and principals. We plan to identify the causes of absenteeism and provide the instruction and services needed to achieve substantial improvement.

Our principals, teachers, and attendance counselor shall:

- Continue to improve attendance through home visitations.
- Identify the causes of absenteeism—through conferences with children, teachers, and parents—and try to alleviate these causes.
- Involve students in discovering the relationship between good attendance and school achievement by planning educational experiences in which they may have success.

- Through home visitations, involve parents in promoting good attendance and school achievement.

CLOTHING SERVICE

Lack of adequate clothing contributes greatly to poor attendance, poor self-image, and lack of interest in school.

- We shall provide clothing for needy children.
- We shall involve parents in helping care properly for clothing.
- We shall help our students become aware of their acceptance through group projects.

FOOD SERVICE

Many of our deprived children come to school without adequate food. Low income and poor family management characterize their homes.

These children are unable to have lunches even under our partial fee lunch program. They never bring lunches from home. They are listless, underweight, often ill, sleepy, and uninterested in school activities.

- We shall provide breakfast for children who do not eat at home. We plan to provide an average of 75 breakfasts daily for nine months.
- We shall provide lunches for needy children as determined in cooperation with the local welfare agency. About 500 children shall be served lunches daily, under Title I, for 180 days during the regular school year. Lunches will be provided 40 days in summer preschool.
- Our teachers and teacher aides shall direct students in using good table manners.
- We shall correlate our lunch program with health study as it relates to the importance of nutrition in developing the body.
- Our social workers, nurse, and homemaking teachers will assist parents in family management.

HEALTH—DENTAL and HEALTH—MEDICAL

Our attendance baselines show that 6,902 absences, due to illness, occurred in the project schools during the 1966-1967 school term. This averages approximately 38 pupils per day. These children have had very little dental and medical care. These deprivations affect their attendance, attitudes, and performance in school.

- The nurse and visiting consultants shall assist teachers in the proper health screening of children.
- Our staff shall endeavor to bring dental and medical services to children needing them through contracts with local dentists.
- Family involvement in improved health and sanitation habits shall be achieved through home visits.
- Our administrative staff and nurse shall coordinate all of our services with the local health department.
- Our teachers, nurse, principal and supervisors shall select and make the best materials and equipment available to increase class instruction in "Good Health Habits."
- Our teachers and nurse shall use films, filmstrips, transparencies, charts, and pictures to inform our children and parents of dental and medical services and how to use them effectively.
- Our teacher aides, properly trained, shall have first aid supplies available for children who need them.

In cooperation with our local health and welfare departments, our deprived children needing dental and medical services shall be provided such services to the extent of funds available.

LIBRARY SERVICE

Our teachers and children have not had adequate access to the specialized services of librarians in our project schools. One school did not have a full-time librarian. In other instances, librarians were spending too much time in clerical work, especially in processing and repairing books. Also, children need additional time beyond the regular school hours to have access to library materials.

- We shall employ additional personnel to perform clerical duties and cataloging services for all libraries so that our librarians can spend more time helping teachers and children become acquainted with library materials and use them more effectively.
- We shall employ an additional librarian so that all project schools will have access to full-time librarians.
- We shall keep our libraries open nine hours, after school, each week.
- We shall provide more books, newspapers, magazines, pamphlets, and pictures in our library collection.

SCHOOL SOCIAL WORK

Social work service in the school is a skilled method of working with individual children, their families, and teachers when difficulties develop in the school experience. This service supplements the contributions of the teacher and other school personnel and is carried out in cooperation with them.

As a liaison service, it helps to integrate school and community services for the benefit of children.

Our service places major emphasis on helping meet special needs for educationally deprived children:

- We shall investigate and approve an increased number of deprived children to receive financial services: breakfast, lunch, clothing, medical and dental treatment.
- We shall work closely with the school attendance counselor.
- We shall work and utilize more closely the community agencies and resources including the newly organized Tideland Mental Health Center.
- We shall collaborate with teachers and other non-instructional personnel in helping children with problems.
- We shall enable deprived children to take more advantage of what the school has to offer through case work techniques.

TRANSPORTATION SERVICE

The deprived children living in our attendance area of highest concentration of low-income families have had very little travel experiences. There are places even within our small town that they do not recognize; others they have not seen. Visiting on the inside of these places has been beyond their reach. There was no one to take them and to describe to them, clearly, the names and functions of their elements and the work of the people located there. Also, they have not visited places of educational and cultural value in the town. An airport, museum, zoo, dairy, ocean, port with large vessels loading and unloading, a passenger train, a biological garden, and historical places existed, seemingly, for others.

- Our teachers, principals and supervisors have made a survey of interesting places that relate to motivation and verbalization development of our reading program.
- Our teachers, principals, and supervisors have identified places that provide cultural enrichment.
- Each class shall be provided trips on a scheduled bus.
- All trips shall be preceded by a thorough preparation of children for the educational and cultural experiences.
- Follow-up of trip activities shall include classroom discussions, writing reports, drawing and using other art media, selecting and reading related classroom and library materials, making exhibits of drawing and photographs.
- A vigorous effort shall be made to relate trips to the grade level, types of children, and educational purpose of the trip.
- Our teachers shall be assisted by our audiovisual coordinator in selecting films, filmstrips, pictures, and transparencies for the preparation of children for trips of educational and cultural value.

NOTE:

We shall make provisions for non-public school students to attend concerts and the theatre.

We shall provide art books, films, filmstrips, pictures, and recordings upon request.

Our preschool shall be open to non-public school children to attend. Food will be served all non-public school children participating in this program.

Our dental and medical resources shall be made available to all deprived children, attending non-public schools, who need the services.

We shall provide clothing, as requested, by non-public school authorities.

The services of our attendance counselor, nurse, and social workers shall be provided to children who attend non-public schools.

Our ESEA buses shall be provided to transport children attending non-public schools for educational and cultural purposes.

BERTIE COUNTY BOARD OF EDUCATION

Project No. 68-0107

Title
Focus on Total Improvement

Project Budget
$547,189

Children in Project and Grade Levels
3,600 K-12

ESEA Staff
157

ART

Art instruction will be offered to all culturally deprived children in the eligible schools. We expect to employ one art teacher who will travel to the various locations to teach art to these children. She will also work with the teachers in coordinating the art and instructional programs.

CULTURAL ENRICHMENT

The cultural enrichment program will be organized as a supplement to the regular instructional program for eligible children. One bus to be used in transporting children was purchased in the 1967 FY budget. A second bus is requested during this project year. It is anticipated that worthwhile excursions will be

made to the state capitol, museum, planetarium, ocean and other landmarks and points of educational interest. Parents will be encouraged to travel as chaperones on the trips and to take an active part in the planning of the trips.

ENGLISH—READING

Test results show that achievement in reading, among the educationally deprived, is far below the expected grade level. To help raise the level of achievement, a reading specialist has been employed to work directly under the supervisors of the local educational agency. The specialist will assist teachers in understanding the new reading devices now available in the target schools, will present demonstrations, and will assist with inservice training as it relates to reading activities. Some SRA reading labs were purchased with 1966 and 1967 funds and placed in target schools. Additional materials will be purchased this year as we expand this activity.

Teacher aides will be provided to relieve the teachers of clerical duties, thus freeing the teachers for more actual instructional time. They will work with groups or individuals under a teacher's supervision, thus reducing teacher load and promoting a more effective teaching-learning situation. Their duties will also include bulletin board preparation, supervision during lunch and recesses, making daily reports, and grading papers. Ratio estimate: one aide to four teachers.

The facilities and equipment of the Audiovisual Center, which operates during the entire calendar year, will be utilized in all feasible project activities. An extensive film library, and equipment for preparation of audiovisual and printed materials, was acquired with Title I funds during the 1966 and 1967 fiscal years. During the 1968 fiscal year, the Center will prepare and distribute all types of audiovisual and printed instructional materials for use by teachers and educationally deprived children. Daily distribution of these materials to the schools will be made, and audiovisual equipment will be maintained by a repair technician at the Audiovisual Center.

MUSIC

Music instruction will be offered to all culturally deprived children in the eligible schools. We expect to employ a music teacher who will travel to the various locations to teach music to these children. She will also work with the teachers in coordinating the music and other instructional programs.

VOCATIONAL EDUCATION—GRAPHIC ARTS

The graphic arts course will be designed to prepare students for employment in printing, mimeographing and other graphic arts activities. It will be taught in a three-hour block of time and students participating will earn three units of credit toward high school graduation.

This project activity will be taught by the audiovisual coordinator in the Title I Audiovisual and Graphic Arts Center located at Mars Hill. Eligible children taking part in this activity will be selected from the three high schools in the county: Bertie High School, Southwestern High School, and C. G. White High School. Transportation will be furnished to and from the center at Mars Hill on a contract basis. All Title I equipment and facilities of the Audiovisual Center will be utilized in this project activity.

OTHER—KINDERGARTEN

The kindergarten program will operate in two parts. (1) During the regular school year it will operate in approximately eight locations and is expected to enroll approximately 200 students. Locations will depend on the space available in the various parts of the county. All preschool children will be eligible to attend and classes will be organized on a completely integrated basis. (2) During the summer months, kindergarten classes will be conducted in predominately white schools.

Transportation will be provided on a contract basis for all kindergarten children.

Teacher aides for kindergarten teachers will be provided. They will work with groups or individuals under the teacher's supervision as the teacher devotes time to other groups. This should promote a more effective teaching-learning situation for the children involved in this program.

By contract arrangement with East Carolina University, inservice training will be conducted for kindergarten teachers for the regular school session and summer session. Inservice training will be conducted by the Title I staff for all kindergarten aides.

CLOTHING SERVICE

The economically deprived children in our county face many obstacles in their effort to obtain an education. In some cases the dresses, trousers, coats, and shoes needed so that children can attend school regularly, cannot be purchased by their parents because they are not financially able to do so. We will purchase clothing for eligible children if needed. Our social workers will carefully screen the children to determine the ones who need this service.

In cases where parents have not provided the necessary clothing, but have the financial resources to do so, the social workers will encourage the parents to get the needed clothing for their children. The social workers will also counsel with the parents concerning personal cleanliness and hygiene for the children.

FOOD SERVICE

Since nutrition influences personal health, which in turn affects school attendance of children, it affects very strongly the academic achievement of the children. We will provide funds for free lunches for those students demonstrating a financial need for assistance. We will also operate a food storage and distribution center (the equipment was obtained during 1966 and 1967 fiscal years) to permit the purchase of large amounts of meats and produce. This should effect a savings to the schools so they can give additional free lunches not directly paid for with Title I funds.

HEALTH—DENTAL and HEALTH—MEDICAL

The dental and medical phases of our comprehensive program may well be among the most important areas. It is an established fact that a child with poor teeth or other mouth problems or with poor physical health and health problems cannot be expected to attend school on a regular basis, or to do well in his studies. Our dental and medical health programs are designed to permit the nurses to do screening. Children who appear to have poor physical health are then referred to a dentist or medical doctor for treatment.

LIBRARY SERVICE

The Library Services Center will be located in a building that was renovated with Title I funds during fiscal 1966. This building is used exclusively for Title I activities. All books ordered for eligible schools will be shipped to the Center and will be completely processed there prior to being distributed to the schools.

A library supervisor will assist in the organization and administration of all of the school libraries in the target schools.

In addition to the above services, funds have been budgeted to rebind library books now owned by the schools, and to purchase additional books, periodicals and newspapers. The supervisor will make an evaluation of each library to determine the greatest areas of need and make recommendations to alleviate weaknesses in the library resources.

Library aides will be provided to assist with accessioning, repairing, and checking in and out of books, printed materials and audiovisual materials. This activity should lead toward more enthusiastic, resourceful teaching on the part of teachers and a renewed interest in learning on the part of the children.

SCHOOL SOCIAL WORK

The school social workers will coordinate their activities very closely with attendance and health services. During the school year they will maintain a close contact with the administrative offices of the school. Any social, emotional or attendance problems that develop will be reported to them immediately. Through the medium of providing better communication between the school and the home, we hope to find answers to many of these problems.

CAMDEN COUNTY BOARD OF EDUCATION — Project No. 68-0082

Title
Improvement of Language Arts

Project Budget
$73,106

Children in Project and Grade Levels
325 K-12

ESEA Staff
30 (plus 2 whose salaries are not paid by Title I funds)

CULTURAL ENRICHMENT

The child is the product of his cultural environment. The disadvantaged child would have less opportunity to enjoy objects of beauty, hear many types of music, and through books and films build up understandings of other cultural environments. For this reason, the goals we formulate must originate from the belief that all children are entitled to the fullest possible intellectual, emotional, social, and cultural growth.

Art activity provides a means for forming concepts from experiences. But to form these concepts, children need to develop their senses of seeing, hearing, smelling, and touching. The art program fosters creativity and self-expression, but can be broadened to include appreciation for the work of others.

Some of the happiest moments in the lives of disadvantaged children are those spent in some form of musical participation. The use of simple rhythm instruments, singing, folk-dancing, listening, and the viewing of filmstrips or films to acquaint the children with composers, concert artists, and musical instruments will compose the program.

The library with its audiovisual center, books, and materials, makes an invaluable contribution to the total education program. Books for those who can read, and audiovisual materials for all, can acquaint the disadvantaged child with a whole new world. He can come to know and respect the cultures of all races as well as his own.

ENGLISH—READING

As someone has aptly said, "Reading is the curriculum." A child who cannot read and read well is as handicapped in our world as if he could not walk or talk. A reading program should function in all of the daily activities of a pupil's life, whether he is educationally disadvantaged or not.

Therefore, we need to devote great energy and thought to the preschool reading and/or first grade readiness program to prevent reading problems before they happen. From the beginning of second grade to grade eight we need diagnostically oriented reading programs so teachers can identify individual reading problems.

Our 1968 ESEA Title I project plans more intensively organized programs for the educationally disadvantaged children. A comprehensive skill program will be provided each pupil, a program that introduces and maintains skills sequentially and systematically. Also, the program will be organized so as to broaden and extend interests in reading.

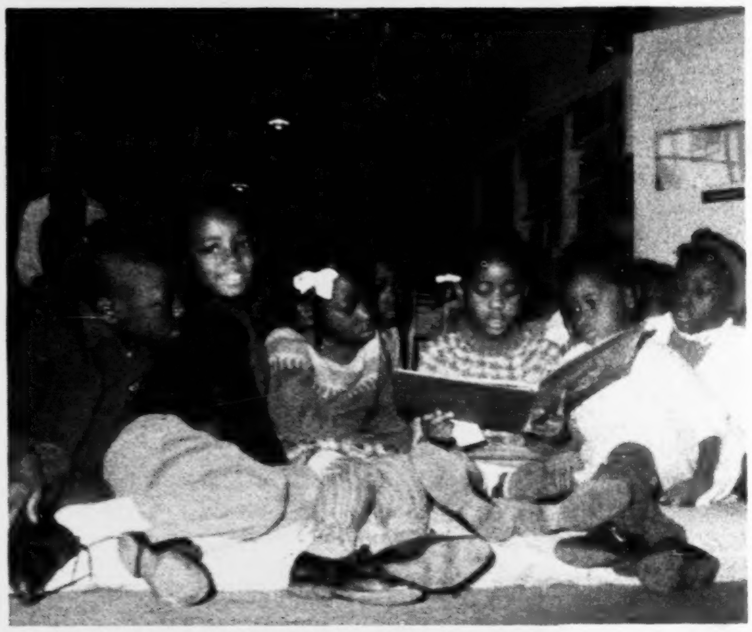
ENGLISH—SPEECH

Acquired communication skills are the tools of the language arts program. It is imperative to assess the listening, speaking, and writing abilities of the pupils for diagnostic purposes before remedial work begins.

Sentence structure, grammatical errors, and vocabulary are three aspects of spoken language in which educationally disadvantaged children need help. Because the characteristic language of the home or area is deficient, or different from that which the disadvantaged child hears in school from his teachers and children of a higher socio-economic strata, he has difficulty understanding what he hears and how he is expected to speak. He also has difficulty with reading and writing.

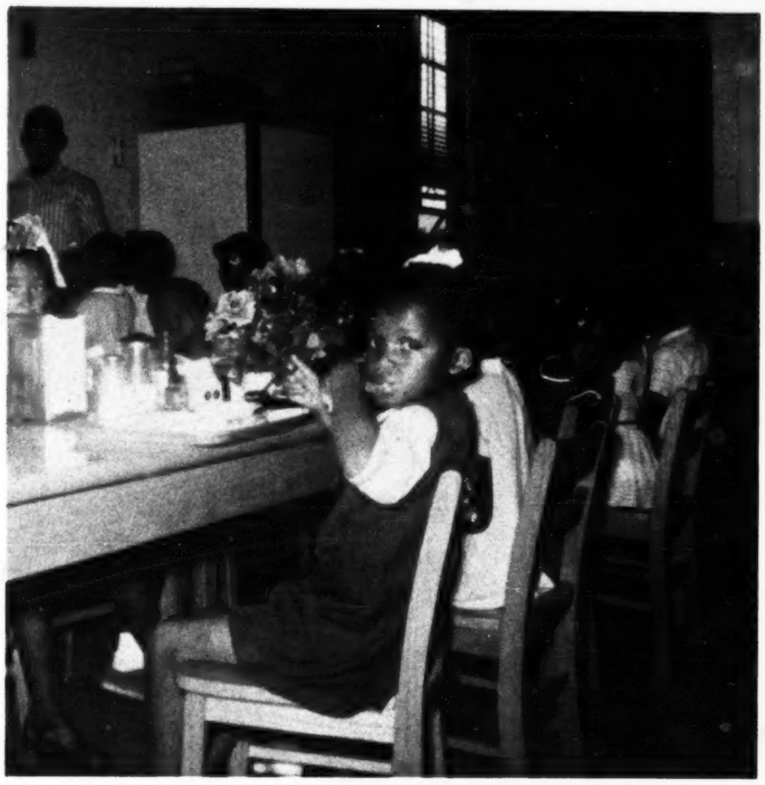
Teachers should look for the characteristic errors educationally disadvantaged children are making; and with love and patience devote sufficient time to improving the language of these children.

We know that language does not grow in a vacuum. Children must have something to talk about and someone to listen. When children do not have the needed family and community advantages, the school has a double responsibility to find the means to provide pupils contact with more than the basal textbook, pencil and paper.



FOOD SERVICE

Studies have proven that the process of learning virtually ends when a human being becomes uncomfortably hungry. A child who has had little or no breakfast is not ready for the tasks of the busy school morning. The value of textbooks, teaching aids, and professional preparation will be lost upon such a child. A child without lunch loses most of the value of a school afternoon.



The ESEA Title I funds would supplement the fees for free lunches for economically deprived children during the regular year. During the summer session a hot nourishing lunch will be provided for the educationally disadvantaged pupils. In extreme cases of poverty and/or malnutrition, breakfast will be furnished. A mid-morning snack will meet other nutritional deficiencies.

GUIDANCE

The ESEA will pay half of the salary of a guidance counselor and will receive 50 percent of the counselor's services for the educationally disadvantaged pupils in grades 7-12 in the Title I school and eligible pupils in grades 7-12 in the non-Title I school.

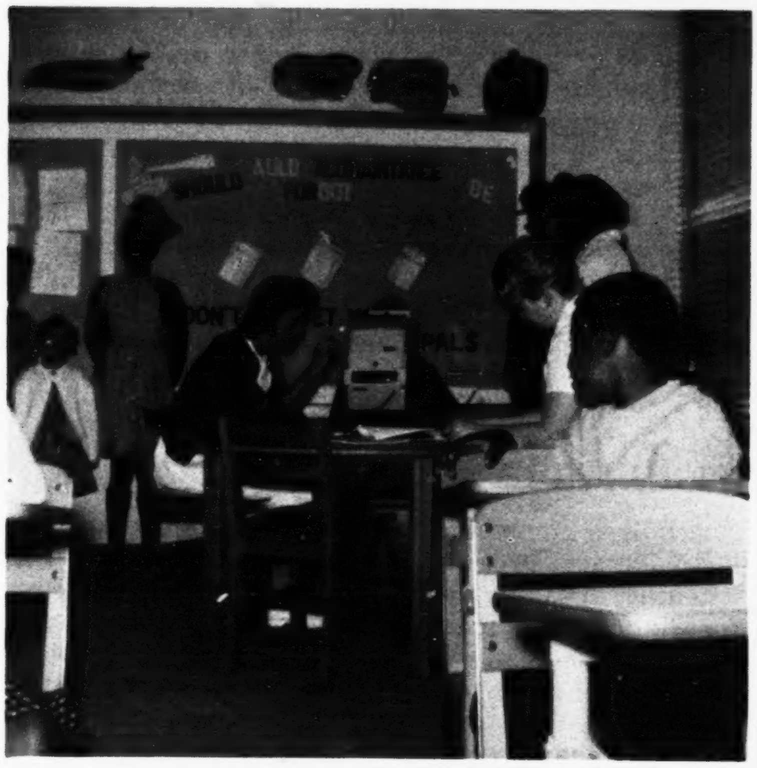
The period represented by students in grades 7-12 is that of adolescence, when the transition from childhood to adulthood takes place. It is a period of profound physical, mental, social, and emotional change and growth. Pupils who have the added handicaps of economic and educational deprivation have urgent need for counseling.

The major goal of education is to help children meet the tasks imposed on them by their innate drives and by the society in which they live. The chief goal of guidance in the school is to help provide an educational setting in which learning is enhanced.

HEALTH—MEDICAL (and Related Services)

Health is a vital factor in improved performance in the acquisition of learning skills. Defects in sight and hearing have a direct affect upon reading difficulties. Malnutrition, speech disorders, psychological problems, or any deviations from the normal, may affect the child's participation in the educational program as a whole.

Health services are a joint responsibility involving schools, parents, health departments, the Department of Welfare, physicians, dentists, and allied personnel. The ESEA Title I health program for 1968 includes the services of one school nurse and one nurse's aide, and funds budgeted for medical treatment and health supplies. A vision tester, audiometer, and physician's scales purchased during the 1966 ESEA project will be used in health appraisal.



INSERVICE TRAINING (Summer School)

The Title I ESEA teachers play a major role in motivation, implementation, and evaluation of the reading, language arts and supporting ESEA programs and services. These teachers need special understandings of the economically and/or educationally disadvantaged children. Gaining new insights into individualized education and innovative methods necessitates inservice training. The teachers have expressed a desire for consultants and/or workshops in the areas of using audiovisual equipment in the classroom, art in the curriculum, the new math, and remedial reading. The actual selection of workshops or inservice training classes will depend on consultants available.

EDENTON-CHOWAN SCHOOLS

Project No. 68-0140

Title

To Improve the Language Arts

Project Budget

$185,828

Children in Project and Grade Levels

1,622	K-12 and ungraded

ESEA Staff

30 (plus 56 whose salaries are not paid by Title I funds)

CULTURAL ENRICHMENT

Cultural enrichment experiences are planned to stimulate oral and written expression through first-hand, and vivid vicarious experiences.

Field trips will promote conceptual understanding necessary for vocabulary development. Field trips will aim to broaden the horizon for many by affording them the opportunity to visit such places as the zoo, the planetarium, a city, a dairy, a bakery, a supermarket, Raleigh, our State Capitol, the ocean, a river, a beach, the Wright Brothers' Memorial, museums, local industrial plants and places of historical significance; and by affording the opportunity to have their first ride on a train.

Vicarious experiences will include planned activities using films, filmstrips, slides, recordings, pictures, paintings, music, and dramatics.

We plan to present the National Opera Company, which brings opera in English to students. One of two comedies, *Don Pasquale* by Donizetti or *Cinderella* by Rossini, will be presented. Materials for classroom use, to familiarize students with the story of the opera and life of the composer, will be furnished prior to presentation.

The importance of music as a cultural enrichment activity was considered during the inservice program of fiscal 1967. In the past, emphasis has been placed on the use of recordings for cultural enrichment. Meager equipment in the D. F. Walker High School has limited the offerings for band participation. All disadvantaged children could profit from such experiences and should be eligible to participate in one or more activities. Participants in the inservice program requested that class groups from grades 4-12, with the desire and talent, have training which will enable them to participate in band activities. Such participation is expected to help children achieve the objectives of our cultural enrichment program.

The North Carolina State Ballet Company has been established as an "integral part of the cultural facilities of the entire South." If funds are ample, a performance by them will be secured for eligible Edenton-Chowan schools.

ENGLISH—READING

In the White Oak Consolidated Elementary School an innovative approach to reading will provide a laboratory environment using The Rheem Remedial Reading Program (Kit C) complete with 249 tapes, 32 textbooks, 64 student workbooks and a teacher's manual designed for reading levels 1-8. A mobile language center has been purchased. To operate the language center a teacher has been employed who served last year as a reading teacher in another system in this State. During the month of August, this teacher took part in a two-day workshop conducted for understanding of The Rheem Remedial Program and a week's workshop to develop basic program understandings.

A second teacher will be employed in this school to work with overage, severely retarded children and to relieve class load. This teacher participated in a summer Institute for Teachers of Disadvantaged Children.

In the D. F. Walker School two teachers are to be employed. The teachers in this school move on with the children from grades one to three, and usually from grades five to eight. There is no space available for a reading laboratory experience similar to that proposed at White Oak. This school expects to provide assistance to children by employing a teacher to go into the regular classroom, working with one group of children to reinforce skills while the teacher continues with another group. This service would be of great value to the children who were enrolled in the summer remedial program, as grades 5-8 could continue using the SEA Reading Laboratory and grades 1-4 could continue using the Sullivan Behavioral Reading Laboratory program.

The test results showed a need for a second teacher, designated as a reading improvement teacher, to serve in the language arts block for grades 7 and 8, helping the pupils develop those reading skills necessary for academic success.

Fifty-two teachers, their principals, and 18 aides will take part in an inservice program which a college

Giant steps

professor will conduct for teachers of the disadvantaged. The program will include understanding the specific characteristics of these children, methods and procedures most helpful in teaching them, and the use of multi-media aids in teaching.

Inservice training should also be provided through planned visits to schools which are engaged in successful programs. Representatives from the instructional area and an administrative or supervisory person will do the visiting.

A teacher from each division, 1-3, 4-6, 7-9, 10-12—together with the director and/or supervisor of instruction—should attend a national conference of the International Reading Association to become resource persons for helping develop a more effective program.

ENGLISH—SPEECH

Teaching English as a second language has been accepted as an approach toward developing improved communication skills—listening, speaking, reading and writing. The use of this approach in Edenton-Chowan is caused by the need of a majority of children. Many of the children have learned the principles on which standard speech is based, but the speech habits of their families and peers are so much a part of their lives that mere knowledge of the structure of language does not produce the desired result—the appropriate use of standard English. Therefore, using the same approach as in the teaching of a foreign language has been considered.

Attention and some practical experimentation toward this was begun during the inservice language workshop held during FY 1967. "Practice patterns" script and tapes were developed. As was done in the workshop activities, the teachers will be asked to record for a designated period the substandard speech patterns heard in their classrooms. Drills will be developed according to the findings. The practice patterns will follow closely the practice pattern drills for modern foreign language. Each drill will follow four parts:

- **The statement of the subject or the error with which the drill is concerned**
- **The directions for performing the drill**
- **The model sentences which set the correct pattern**
- **The drill items**

Tapes will be prepared, as well as mimeographed copies of the script, for wider use of the program. The tapes can be used by individual children, who have need for the particular experiences, or by the class.

The materials prepared by this activity will be compiled and used to share curriculum activities with others in the schools.

The elementary teachers and high school language teachers will continue the experiences gained from the language workshop held in the spring of 67 FY.

There will be meetings designed to promote better utilization of the Macmillan State adopted textbook. These meetings will regard the correlation of experiences with activities in the local environment.

Literature of the National Council of Teachers of English will be used as resource material. If funds are available, one or more teachers and/or supervising personnel will be encouraged to attend the conference of the National Council of Teachers of English and/or the Elementary English conference. They may also make visits to schools where such a program has been regarded as a success. They can then serve as resource persons in the promotion of the concept of English taught as a second language.

OTHER—PRESCHOOL

The preschool summer program under ESEA Title I has been proposed because there is no other agency to provide the experiences which children from deprived homes need for success in formal school activities. The program has been designed for all children who expect to enroll in the regular school session in the fall of 1968.

Activities will be engaged in to meet the pressing educational needs of each child:

- **To learn language arts skills, develop concepts, and build vocabulary**
- **To learn to listen and follow directions**
- **To develop a desirable self-image**
- **To engage in activities and out-of-area trips which will promote a broader social outlook**
- **To have art and music experiences for enriched social and cultural living**
- **To be provided needed health services and, for better school adjustment, a Class A type lunch.**

OTHER—TEACHER AIDE

Eighteen staff members will be assigned full-time to non-teaching work. This will not be classified as professional education, but will assist staff members to perform professional educational teaching assignments.

Twelve aides will have assignments in the D. F. Walker High School:

- **8—with teachers at grade levels 1-8**
- **1—with secondary level teachers of the English language courses**
- **1—with teacher of special education classes and remedial reading teachers**
- **1—clerical assistant to the teachers and audiovisual clerical assistant**
- **1—library assistant in the elementary school library**

Six aides will have assignment in the White Oak Consolidated School:

- **4—will have full-time assignment with classroom teachers**
- **1—will have full-time assignment with the ESEA employed teacher**
- **1—will have less than full-time assignment as clerical assistant to the principal and less than full-time assignment as audiovisual assistant.**

Teacher aides newly employed will work with aides and designated professional staff members to acquire the skills needed, including the use of equipment. (One applicant, expecting to be employed in 1967-68, served as a volunteer during the summer to learn the duties of aides.)

CLOTHING SERVICE

Many children in this attendance area live with parents or guardians who have only seasonal employment. Money for proper clothing is often not available when needed. Such situations can cause children to be retarded or dropout prone. This service activity aims at providing assistance to meet the basic need for clothing.

The home-school coordinator works closely with the attendance counselor and teachers. If they request that clothing be provided for a child, the home-school coordinator visits the home to get more information as to need. A conference with the parent's employer, the welfare and/or health agencies may be held. If ESEA funds must be the source for providing needed assistance, a purchase order is prepared by the ESEA bookkeeper. This enables the home-school coordinator to obtain the child's clothing at a store where the manager has allowed a discount price.

FOOD SERVICE

It has been pointed out by the school personnel that some children need breakfast, but economic factors make it impractical to do other than concentrate on a Grade "A" type lunch as the means of meeting their need. This project proposes to provide lunches daily for 560 children in the D. F. Walker School, and for 200 at the White Oak Consolidated School. There will be lunches provided for eligible children in the non-eligible schools based on the formula of 1½ times 10 educationally disadvantaged children for each 10 eligible children transferred into the John A. Holmes High School, the Ernest A. Swain Elementary, and Chowan High School.

HEALTH—DENTAL

There remains a tremendous need for dental health services among the participating children. The referrals to the home-school coordinator by teachers and the Health Department indicate that services are essential in addition to those which can be offered from the school health fund budget. There is still the need to secure the services of a dentist through the State Department of Public Health as was done in the 1967 project. This dentist worked for a month or six weeks in the target schools.

The home-school coordinator has the responsibility for follow-up activities in the case of each referral. The activities include investigations, processing of forms, making an appointment with the dentist of the family's choice, and usually the transportation of the children.

Dental services have consisted of examinations, X-rays, fillings and extractions.

HEALTH—MEDICAL

Medical services are also rendered to children in cases when there is no other agency available to accept the responsibility. The child is referred to the home-school coordinator. After all blanks provided by the ESEA office are processed, and the parents have indicated their choice of physician, the ESEA bookkeeper writes a purchase order which authorizes the physician to perform the service.

LIBRARY SERVICE

One ESEA employed staff member will be assigned full-time as school librarian to serve in the White Oak Consolidated School. Areas of responsibility will be:

- **Organizing and managing library books and other instructional resource materials, including audiovisual materials and equipment.**
- **Ordering, cataloging, processing and circulating books and other materials including audiovisual materials and equipment.**
- **Planning the use of the library by teachers and pupils.**
- **Selecting books and materials.**
- **Guiding teachers and pupils in the use of the library.**
- **Promoting use of the library through films, filmstrips, pictures, paintings, and other audiovisual materials and equipment.**

In the D. F. Walker Elementary library a teacher aide will be assigned full-time as assistant to the librarian. Before certified librarians were required, this aide served as a school librarian in another system.

The ESEA project makes it necessary to employ a librarian and an aide for the summer activities.

Books and other materials, including audiovisual aids, are needed to promote the project activities. The books and materials will provide understandings of all ethnic groups and their contributions to our society. The wide range of materials will provide for differences in abilities and interests and will promote the increase of reading ability and the development of lifetime reading habits. Experiences with tapes and the Language Master materials will reduce differences in pronunciations and oral and written expressions.

SCHOOL SOCIAL WORK

One staff member will serve under the title of home-school coordinator and will have three areas of responsibility.

1. *Attendance and social work responsibility:* visiting the homes, having interviews with the advising parents and guardians, talking with employers and land owners in the interest of the children.

2. *Health services responsibilities:* checking the health needs of children, securing needed information, preparing and processing forms and records, conferring with administrative personnel, negotiating for both medical health services and dental health services.

3. *Community services responsibilities:* checking the needs of children for clothing and taking the children from their school to the store in order to assure proper fitting of clothes and shoes.

CURRITUCK COUNTY BOARD OF EDUCATION

Project No. 68-0133

Title
Reading Improvement

Project Budget
$48,347

Children in Project and	**Grade Levels**
568	1-12

ESEA Staff
81

READING IMPROVEMENT

The reading improvement program will be conducted by the regular teachers in each participating school. Teacher aides will be provided for each school to relieve the teachers of certain classroom duties so that the teachers may have more time to give individual help to the student. Each participating school will be provided the necessary materials on various levels for incorporating improvement of reading into the regular instructional program and for the evaluation of the program. A director will be employed to supervise and coordinate the total program. A secretary will be employed to keep records and to make all reports necessary on the operation of the program.

Each teacher and teacher aide in the participating schools will undergo inservice training at periodic intervals during the school year. A total of 75 persons will participate in this inservice training. This training will have a two-fold purpose: (1) to enable each teacher to make the most effective use of techniques and materials; (2) to exchange ideas and disseminate information relating to the reading program. This training will be planned and conducted by the ESEA director with the help of the principal and the staff of each participating school.

LIBRARY SERVICE

The library services conducted at these schools will be in conjunction with, and an integral part of, the reading improvement program. In order to make the library services more effective, a full-time library aide will be employed for each of the participating schools. A certified librarian will be employed to work one-half time in Dr. W. T. Griggs Elementary School and one-half time in Moyock Elementary School. Since these two schools are approximately thirty miles apart, a small travel allowance will be provided for this person. The Local Education Agency employs certified librarians who serve approximately one-half time as classroom teachers and one-half time as librarians in the J. O. Knapp High School and the Currituck Union School. These librarians and library aides will work with the teachers and the participating students in providing library materials on the level of each student.

DARE COUNTY BOARD OF EDUCATION

Project No. 68-0126

Title
Communication Skills

Project Budget
$39,225

Children in Project and	**Grade Levels**
478	1-12

ESEA Staff
9

ENGLISH—READING PROGRAM

An effective program is one that is based on continuous evaluation, using both objective and subjective measures. As a result of our evaluation for fiscal 1967, we (ESEA personnel, Board of Education, school personnel) have become more aware of the need for a continued program in reading for the educationally deprived children in our schools. Through our evaluation processes, we realized that we had put too many of these children with too many problems in too limited a time schedule. In order for them to feel an active part of the class, we must extend the program from the laboratory to the classroom. They must find success in both places. Through teamwork and continual training in reading skills, we shall attempt to help these deprived children narrow the gap between present working ability and capacity level.

Three qualified teachers will be employed as remedial reading teachers for three of the Title I schools.

The reading teachers will be assigned to the following schools: Manteo Elementary, Manteo High School, and Cape Hatteras School. The teachers at the Manteo Elementary and Manteo High School will be teaching classes in the mobile units located at each school. The reading teacher at the Cape Hatteras School will be located in the classroom.

The reading teachers will use materials and equipment such as: Controlled Readers, films, Tachistoscopes, Craig Readers, shadowscopes, record players, SRA Reading Labs, EDL Skill Builders, McCormick Mathers Reading Workbooks, Readers Digest Skill Builders, etc.

The reading teachers will work with the educationally disadvantaged students in groups of ten or less, and individually. It is anticipated that by having these special reading classes, the educationally disadvantaged children participating will increase their reading level in speed and comprehension, and improve their comprehension in listening to someone read on their grade level. Thus, they will be able to participate in regular classroom activities with better understanding.

There will be coordination between the laboratory and classroom activities in that periods will be set aside for classroom teachers to use reading materials which will be located in the laboratory. The laboratory teacher and classroom teacher will work together as a team in the use of these materials. It is anticipated that with the instruction of the reading teachers and the teamwork between laboratory and classroom teachers, the student's potential will be increased.

The ESEA director has contacted the Department of Community Colleges, State Board of Education, and the Coordinator of Student Personnel Services, and has requested that arrangements be made to teach reading to many of the parents of these educationally disadvantaged children. Some of these parents cannot read and write.

It is felt that our reading program had a good beginning and that it will be even better in fiscal 1968. Once the reading program is well-established, the Title I ESEA office can go in other directions creating new dimensions for our educationally disadvantaged children.

OTHER—TEACHER AIDES

Four qualified teacher aides will be employed to work in the Dare County schools.

One teacher aide will be assigned to the Manteo High School library and one teacher aide will be assigned to the Manteo Elementary School library. These particular aides will work as clerks in the libraries under the supervision of the certified librarian.

The duties of the library aides will be as follows:

- **Processing books (typing cards, pockets)**
- **Filing in the vertical file**
- **Checking books in and out**
- **Keeping circulation records**
- **Typing book orders**
- **Helping repair books**
- **Making referrals**
- **Assisting the librarian with audiovisual materials**
- **Helping to make the library a more attractive place for students and teachers.**

One teacher aide will be assigned to the Cape Hatteras School and one teacher aide will be assigned to the Kitty Hawk Elementary School. In reviewing our evaluation, it was decided these aides should be

assigned to grades one through six. These teacher aides will not replace the teacher in instructing students, but they will perform a variety of classroom duties in order that the teachers can spend their time more effectively with the students.

The duties of the teacher aides will be as follows:

- **Keeping attendance roll and records**
- **Grading workbooks and papers**
- **Mimeographing materials**
- **Assisting teachers in writing, art, music, etc.**
- **Assisting teachers with groups of children in the library**
- **Checking lunch money**
- **Assisting with students in the lunch room**
- **Assisting teachers with audiovisual materials.**

LIBRARY SERVICE

The evaluation of our library services for fiscal 1967 reveals that we have made an excellent beginning in the Title I program. It has resulted in expanded use of the library and the services rendered by the library aides and our highly experienced certified librarian. For fiscal 1968, these services should be continued.

One library aide will be assigned to the Manteo Elementary and Manteo High Schools. These library aides will be qualified high school graduates who will spend the school day working in the library. They will be supervised by the librarian, who is assigned half-day to each school. It is anticipated that with the teacher aides performing their respective duties, the librarian will be able to assist students and teachers in locating materials. She will make suggestions for using materials that will correlate with various subject areas. Teachers will continue to work with the librarian on a planned library program for both group and individual reading according to the needs of the students. There shall continue to be a coordination between the reading laboratory and the library service.

GATES COUNTY BOARD OF EDUCATION

Project No. 68-0110

Title
To Improve Achievement of Pupils in Language Arts

Project Budget
$180,354

Children in Project and Grade Levels
1,353 1-12 and ungraded

ESEA Staff
31

ART

By this activity, we hope to correlate art with other subjects; to give children a means of expressing and communicating their ideas and emotions; to increase their skills through the use of various tools and materials; to identify and develop the particular talents of each child; to interest children in art experiences and make them aware of beauty in their surroundings; to help children grow in ability to express inner creative impulses; and to teach children that art is a part of daily living and should be built into their daily lives.

To accomplish this, an art teacher has been employed to work with educationally and culturally deprived students. She will conduct two classes daily at the junior-senior high school and teach mornings at the two elementary schools, using the music teacher's schedule on alternate weeks. Most of our teachers are elderly and have had very little, if any, formal education in art. The art teacher will encourage the regular teacher to give better instruction in art and will give instruction herself. A teacher aide will assist the teacher in order that the teacher can devote more time to individual students.

CULTURAL ENRICHMENT

By this activity we hope to provide children with some real motivation for expanding their communication skills of listening, reading, writing, and speaking; to create ambition by broadening the child's world; to increase pupils' awareness of surrounding areas in relation to world society; and to make students aware of the employment opportunities in this area.

To accomplish this, transportation will be provided educationally and culturally deprived children for trips to centers of culture, national and state historical sites, and major business concerns; and for attendance at cultural performances. Students will be accompanied by their classroom teacher and teacher aide. No overnight trips will be made. The cultural performances will include planetarium shows, special theater events, and musical concerts. Contract transportation rates will be paid to schools for mileage incurred by school activity buses.

Cultural events and sites will probably include:

- **Attendance at concert by the North Carolina Symphony, Elizabeth City State College, Elizabeth City, North Carolina**
- **Attendance at performance by National Opera Company at Central Jr.-Sr. High School, Gatesville, North Carolina**
- **Attendance at performances at planetariums in Chapel Hill, North Carolina, and Chesapeake, Virginia**
- **Art Museum, Raleigh, North Carolina**
- **State Capitol, Raleigh, North Carolina**
- **Jamestown, Virginia**
- **Williamsburg, Virginia**
- **McArthur Museum, Norfolk, Virginia**
- **Zoo, Norfolk, Virginia**
- **Mariner's Museum, Newport News, Virginia**
- **Roanoke Island, North Carolina**
- **Wright Brothers Monument and Museum, Kitty Hawk, North Carolina**
- **Portsmouth Naval Yard, Portsmouth, Virginia**
- **Pitt Technical Institute, Greenville, North Carolina**

ENGLISH—LANGUAGE ARTS and ENGLISH—READING

By this activity we hope to see that the language arts program follows the growth patterns of children and provides sequential learning that is based on the need of the children. Special emphasis will be placed on developmental reading to improve reading ability and to create a desire in the child to do more reading on his own initiative. We feel that the interrelationship of language will become more apparent when reading, spelling, and written and oral communication are brought together. We expect the children to be led to a better understanding of the importance of mastering the basic skills in learning a language.

A high school English teacher will be employed to reduce class load and to deal specifically with the educationally deprived children who need special help. Special attention will be given to all the language arts skills and special emphasis will be given to reading instruction. The teachers will teach four regular classes and one journalism class.

Three remedial reading teachers will be employed to provide thorough remedial instruction in reading and related communication skills to educationally deprived children who have more than ordinary reading problems. One teacher will be assigned to each of the eligible schools. Emphasis will be on personalized reading, word meanings, and the development of comprehension skills in oral language and silent reading. A teacher aide will assist each teacher in order that the teacher can devote more time to individual students.

MUSIC

Objectives of this activity include relating good music to literature; aiding in developing the auditory attention of children through live and recorded music; promoting better pronunciation through singing; and correlating reading, comprehension, and interpretation with music experiences.

To achieve these objectives we hope to employ two music teachers to improve music instruction for educationally and culturally deprived students. One teacher will be assigned to two elementary schools and one will be assigned to the junior-senior high school. The music teachers will assist classroom teachers in planning, directing, and giving music instruction for culturally deprived students. The appreciation of good music will be stressed inasmuch as 70% of the children do not have radios or TV in their homes and have not been exposed to good music elsewhere. The correlation of reading and other subjects with music will be emphasized.

OTHER—SPECIAL EDUCATION

For this activity we will employ two special education teachers to provide instruction in each school for approximately 18 students who are severely retarded in the development of educational skills needed for a successful school career. Special education will aid instruction in the language arts by providing special instruction to students who are hampered by language disabilities, educational retardation, and poor experience backgrounds. A teacher aide will assist each teacher in order that the special education teacher can devote more time to individual children.

CLOTHING SERVICE

In order to provide comfort and protection for the child, to create a feeling of belonging, to improve attendance and increase the holding power of the school, to alleviate inferiority complexes, and to develop an awareness of how to care for personal belongings, clothing will be provided for approximately 200 educationally and economically deprived children. Formation of a self-contained stock of clothing will be made as a solution to inaccessibility of distant markets and limitations of local markets. Sewing kits and supplies for the cleaning and polishing of shoes will be kept on hand at the elementary schools. Students receiving clothing will be given instructions on the proper care of clothing.

FOOD SERVICE

In order to relieve hunger, to improve nutrition, to improve the general health of deprived students, to promote better attendance, to develop good eating habits and to teach proper food selection, warm lunches will be provided for approximately 300 educationally and economically deprived students. A nourished child learns faster. Parents will be informed of the meals given their child from Title I funds. Their help will be requested in keeping the child in school.

GUIDANCE

For this activity we will employ a guidance counselor to conduct a secondary grade (7-12) program designed to give the direction, guidance and counseling necessary for educationally deprived students to establish feasible goals; to help pupils overcome low educational goals in the home and accept personal responsibility for self-direction; and to broaden the occupational and vocational experience of each student. She will administer a testing program to discover the aptitudes of pupils and suggest instruction at individual levels. A teacher aide will assist the guidance

counselor in typing, maintaining records, and in scoring achievement tests so that the counselor can devote more time to individual students. A follow-up study of high school graduates and dropouts will be made.

HEALTH—DENTAL and HEALTH—MEDICAL

Payment from ESEA funds will be made to dentists, doctors, and optometrists for services rendered educationally and economically deprived students when no other funds are available. Payment for eye glasses will be made following recommendation by an optometrist.

Referrals for health services are made by the school nurse. The nurse is under the supervision of the local county health physician. In cooperation with local health and welfare department officials, she will examine students for referral for dental and medical services provided by school health funds. Assistance will be requested from the Division of Dental Health, North Carolina State Board of Health.

SCHOOL SOCIAL WORK

For this activity we will employ two home-school counselors to enlist the interest, support and cooperation of the parents in helping to motivate the child, and to help educationally and economically deprived children feel that there is a place and respect for them in the school. They will assist the children to overcome the low educational goals in those homes where they have little or no encouragement from the parents. The counselors will check on families of students in need of food, clothing and health services. Sewing and nutrition workshops will be conducted.

HERTFORD COUNTY BOARD OF EDUCATION

Project No. 68-0096

Title
An Educational Project to Improve Communicative Skills of Educationally Deprived in Hertford County

Project Budget
$383,645

Children in Project and Grade Levels
3,378 K-12 and ungraded

ESEA Staff
108 (plus 180 whose salaries are not paid by Title I funds)

ART and CULTURAL ENRICHMENT

Children in Hertford County are culturally impoverished because they have had little contact with the creative and performing arts. As a result they appear to have little interest in museums, concerts, the theater, or in creating beauty through art and music.

- **We plan to broaden our music program by classical and semi-classical music.**
- **We shall provide opportunities for our children to visit the theater.**
- **We plan to help our students develop an appreciation for great paintings and an interest in studying the lives of the artists.**
- **We shall arrange for the children to visit the museum.**
- **We shall provide experiences in drawing, painting, modeling and designing.**

The Gallery Theater is an old building, in Hertford County, which was recently leased by interested people in the County. Their intention is to use this theater for presenting plays by local talent and by outstanding performers from elsewhere. Provision has also been made for exhibits of local art and exhibits of art from other places. The children in Hertford County will be given an opportunity to display their own work in the Gallery Theater periodically.

ENGLISH and LANGUAGE ARTS

A large percentage of our children are educationally deprived because of their economic and social heritage. Their homes lack reading materials (daily newspapers, current magazines, books), radios, television sets. We believe this is a major cause for their lack of facility in speech and reading.

The English and language arts program will have five major aims; namely, (1) to give special assistance to teachers of disadvantaged children in weak areas of English and language arts, (2) to direct the language arts skills improvement program for disadvantaged children in Hertford County, (3) to offer concrete and specific suggestions for language arts teaching improvement and to supply materials needed for the suggested techniques, (4) to arrange, for teachers of disadvantaged children, workshops relating to areas of weaknesses in English and language arts, and (5) to evaluate teaching procedures, thus ensuring a certain measure of uniformity in teaching English and language arts skills.

ENGLISH—READING

- **We shall provide supplementary enrichment and recreational reading books and other materials to accompany our basic readers.**
- **We shall provide murals, pictures, puppets, cut-outs, television frames, sand tables and related materials to enhance the reading program.**
- **We shall secure SRA Reading Labs, DuKane Sound Filmstrip Projectors and Dr. Holmes'** Sounds of English **tapes and records.**
- **We shall develop activities involving songs, storytelling, listening games, pantomining, and dramatizing.**
- **We shall provide the opportunity to read library books at all levels.**
- **We shall stress the seven types of reading content: factual; entertainment; character; humorous; old, old stories; poetry; fantasy.**
- **We shall introduce and stress reading skills to encourage better understanding of the reading task.**

ENGLISH—SPEECH

An analysis of the results on a series of standardized tests and of daily classroom observation reveals that a large number of children in Hertford County schools rank far below the national norm in the basic communciation skills. The ability to speak and write good English is a decisive factor in gaining entrance to college and remaining there. This ability is also essential to obtaining a job and to keeping it. Therefore, services to improve the basic communication skills of the educationally deprived children seem important for the educational progress of the disadvantaged group.

- **We shall broaden our English and language arts program by extending our inservice training program to all teachers in grades 4-12.**
- **We shall provide more books from the English reading list for the room libraries.**
- **We plan to include professional performers on our schedule of educational entertainment.**
- **We shall provide more professional books, materials, and curriculum materials for English teachers.**

OTHER—KINDERGARTEN

The vast majority of children who enter the schools of Hertford County come from houses of low economic and cultural levels. The experiences of these children are necessarily limited. Rarely do their homes provide the space, time, equipment, and other resources which are found in a good kindergarten and which are basic to raising the level of general intelligence among these children. To avoid educational retardation, the kindergarten will provide every child with an opportunity to experiment, discover, and create.

- *Orientation Activities*—or the getting-to-feel-at-home period—will provide the children with an abundance of activities to help provide a link between home and school. Because the children will not be accustomed to the restrictions of the school situation, there will be a generous allotment of free-choice activities.
- *A Conversation Period* which includes roll call, flag salute, and health inspection, will be one phase of our program.
- Another feature of our program will be an *Activity Period* which includes the planning and carrying out of the work the children choose to do, cleaning up, and evaluation of the work.
- *Health Activities* will be designed to acquaint the children with basic rules of personal hygiene and to help them begin to form desirable habits in this area. Necessary toilet, lunch, snack, recess, and rest activities will be included.
- *Music Activities* will include a tone drill, a new song, a review song, and a music appreciation song.
- We plan to include *Rhythms* which will involve interpretive rhythms, rhythm band, basic rhythms, and story plays.
- There will be *Stories* including pictures, poems, stories told and read, and dramatization.
- Included in *Games* will be play on the apparatus, and indoor and out-of-door games.
- *Art Activities* will include experiences in drawing and painting as well as modeling and construction.
- *Excursions* will be planned to help the children understand and appreciate familiar elements in their environment, and to provide them with new and enriching experiences involving the unfamiliar.
- We plan to begin developing *Number Concepts.*
- *Audiovisual Aids* will be made available in all areas possible.
- Attention will be given to *Physical Environment* including location and space as well as equipment.

OTHER—INSTRUCTIONAL ACTIVITIES PERSONNEL SUPERVISION

The low level of educational development of the deprived children in Hertford County indicates the need for a supervisor to coordinate the instructional program in our schools and to assist teachers improve the teaching-learning process.

The supervisor will perform a cooperative service designed to aid classroom teachers by serving as a liaison between them, the superintendent, ESEA director, specialists, school administrators and resource persons in the community who can be of assistance.

ATTENDANCE SERVICE

Our students have improved in attendance for the past five years. There are many who are not regular in attendance, and many who do not attend school at all unless they are sought out and given aid. We sometimes find in a family two, three, or four children of school age who have never seen a school, a church, or a town. These children represent poverty homes and are in need of attention. Their parents do not realize or recognize the value of regular school attendance.

- **We shall improve our attendance by home and school visits.**
- **We shall provide clothing, free lunches, milk, and medical care for needy children.**
- **We shall encourage parents to visit classrooms and observe their children working.**
- **We shall seek out students who haven't enrolled in school.**
- **We shall encourage parents to attend Sunday School and Church with their children.**
- **We shall visit homes of those who are not regular in attendance at school each week.**
- **We shall report mental and physical disabilities to principals.**
- **We shall work to decrease dropouts, and to increase daily attendance.**

CLOTHING—FOOD—SCHOOL SOCIAL WORK

The families with whom the home-school coordinator and the ten assistant coordinators work have poor management practices and skills. They do not understand or see the value in making maximum use of what they already have. Many are not making use of available resources. They have been victimized by sales promotion information which is not tailored to their social, economic or educational ability. They have family worries and are concerned over finances. They have problems pertaining to children's health, husband and wife relationships, jobs, and alcohol. Very few of them subscribe to newspapers or any other publications, therefore their reading abilities and interests are low. For the most part information must be provided them by personal contact.

- **We shall become familiar with the families with whom we work by visiting them and showing a sincere interest in the welfare of each member of the family.**
- **We shall provide families with information concerning the policies, procedures, and availability of assistance from ESEA.**
- **We shall sponsor workshops illustrating the wise use of the family income.**
- **We shall conduct sewing workshops.**
- **For families unable to negotiate for themselves, we shall provide transportation to and from points of surplus food distribution.**
- **We shall provide opportunities for counseling services.**
- **We shall assist professionals with research pertaining to the program and with the evaluation of individual home visits.**

The lunchroom managers in Hertford County do not hold certificates in home economics. Therefore, the lunchroom supervisor, a home economics major, will aid these managers in seeing that the USDA commodities are used in planning menus and preparing food, in making menus for the ESEA schools in Hertford County, in seeing that the children who need free lunches most receive them, and in helping the lunchroom managers keep accurate records.

GUIDANCE

The guidance counselor will be concerned with helping the boys and girls of Hertford County discover their needs, assess their potentialities, develop their life purposes, and formulate plans of action to achieve their purposes.

Although we are aware that in spite of our best efforts there will still remain much to be done, we shall seek improvement in the following ways:

- **Improved relationship with the boys and girls.**
- **Establishment of a better line of communication with the parents of our boys and girls.**
- **Improved attitude toward school on the part of people in the community.**
- **Establishment of a better relationship with other specialists and co-workers.**
- **More involvement in the inservice program so that information and experiences may be shared and a better job of counseling can be done.**

Guidance aides, working under the close supervision of the guidance counselor, will assist with screening, anecdotal records, aptitude testing, and performing general clerical duties. This will enable the counselor to devote full time to individual guidance and counseling activities.

HEALTH—DENTAL and HEALTH—MEDICAL

In our eligible schools 75% of the students are impoverished, and in these schools, health problems seem to be more prevalent. Many students have never been to a doctor or dentist for either preventive care or repairs. Their concept of a doctor, dentist or nurse is someone to call upon for acute emergency care only. Prevention of ill health has no meaning for them. We shall try to teach health education, as well as provide medical care as we see the need.

LIBRARY SERVICE

The first taste many of our students have of books, current literature, and other means of communication is when they enter the public schools of Hertford County. Here the library serves as a resource center and a supplement to regular classroom materials and instructions. It is the *elementary librarian* who helps to motivate the child, opening doors to a world of adventure through books and other library resources.

Library aides can assist the trained librarians by performing many routine duties which make possible the circulation of materials in neatly kept and inviting quarters. There are six libraries in the schools, four elementary and two high school. Therefore, six aides are needed to help the six librarians.

A library aide must be a high school graduate who possesses a love for children and books. Skill in typing is necessary. The aide should find satisfaction in the services she renders. The aide should be willing to meet the challenge of being efficient through acquiring certain skills and techniques.

SPEECH THERAPY

The speech therapist is responsible for the audiometric testing, language development and speech correction sessions, parental and teacher counseling concerning speech, and for working to reduce language disorders and hearing impairments. Medical referrals are made in these cases where it seems necessary. Since oral communication skills are one of the primary objectives in the program, the speech therapist will act as a consultant in the area of language development activities in the classroom.

TRANSPORTATION SERVICE

There are several reasons why the majority of children in our county have not had the opportunity to travel to places of educational interest and benefit. One of the reasons is that they belong to families which are plagued by abject poverty. Another is that the low educational and cultural level of the parents causes them to be apathetic and indifferent toward matters of this kind.

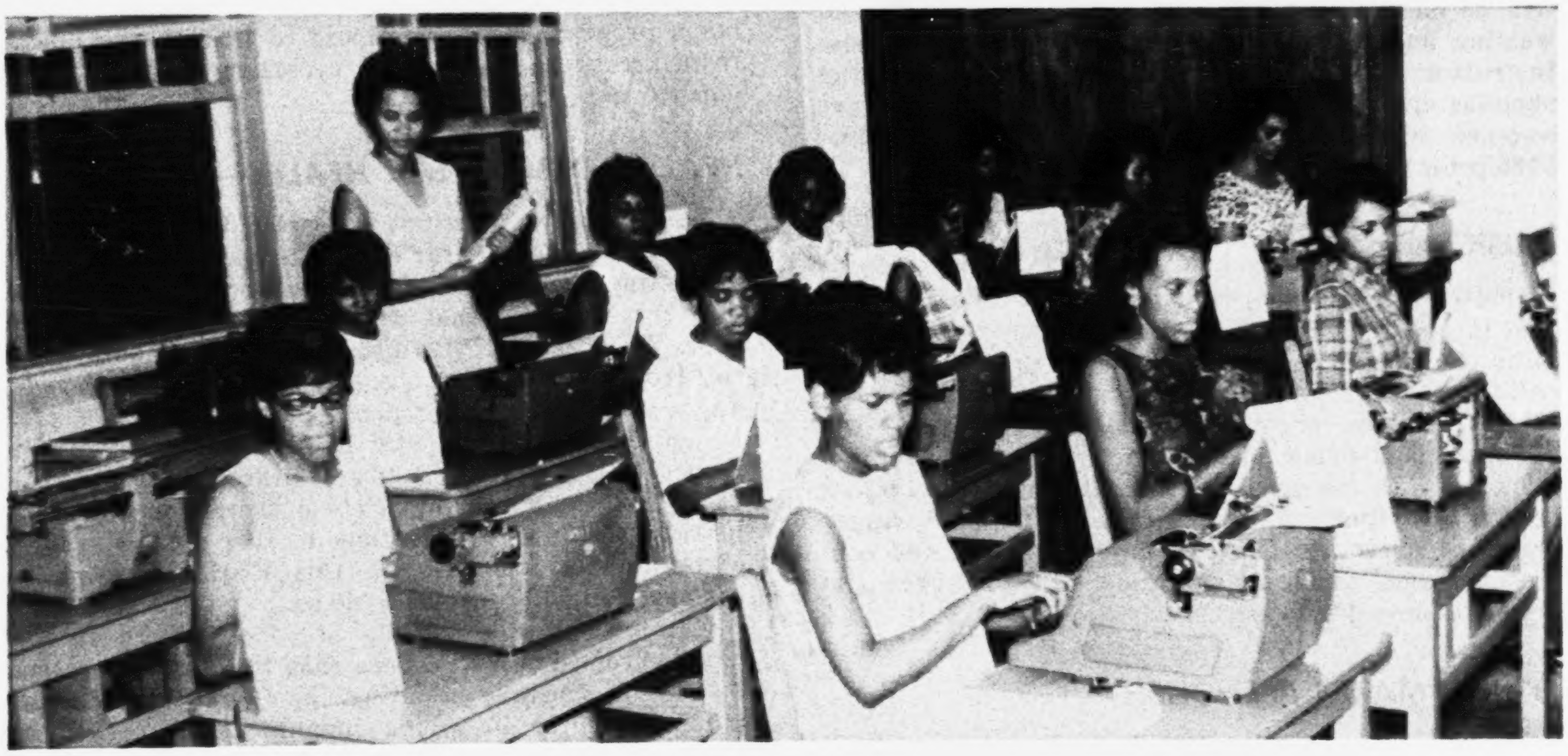
In these times, as the "great society" develops, it is very important that transportation be provided for our boys and girls to travel to places beyond their home environs. There they may be exposed to experiences which will ameliorate their educational and cultural lacks.

OTHER—SERVICE ACTIVITIES PERSONNEL—THE CUSTODIAN

There are important nonprofessional duties to be performed in the schools. These demand the services of a custodian. For the teacher, teacher aide, and other personnel to do their jobs, the buildings must be kept clean. The surroundings should be comfortable and invite learning. The use of mobile units as classrooms necessitates extra custodial service.

OTHER—THE GENERAL INSTRUCTIONAL MATERIALS SUPERVISOR

It is extremely important that all schools be provided with instructional materials in order to increase the learning experiences of the children. The materials supervisor receives all materials which come into the main office, signs purchase orders, and sees that the materials are delivered to the instructional coordinator in each school.



HYDE COUNTY BOARD OF EDUCATION

Project No. 68-0067

Title
Reading Improvement and Vocational Opportunities

Project Budget
$111,679

Children in Project and Grade Levels
661 1-12 and ungraded

ESEA Staff
43

CULTURAL and EDUCATIONAL TRIPS

Many of the economically deprived children in the areas served by ESEA had never left their county until the last two years. We have proposed to offer them an opportunity for cultural enrichment through class trips to various historical and educational places. These places include Edenton, Wilmington, Raleigh, and various colleges and planetariums. The high school students will be able to attend debates and lectures. This is a minor phase of our project but one that we feel is very important for a well-rounded education. The ESEA activity bus purchased previously will be utilized for this purpose and the expenses for this activity will include hiring the bus driver.

ENGLISH—READING

Standardized achievement tests and chart comparisons show that the educationally deprived children in our attendance areas served by ESEA are far below normal expectations in reading achievements. We propose to use controlled readers in the two eligible schools in order to improve performance in reading skill. One of the schools is using a controlled reader at the present time. We propose to furnish them one more, and the other school two. In conjunction with this reading program, they will also use the SRA reading labs which were purchased in a previous project. Regular school teachers will use these readers in their regular classes.

During the summer school in 1968 reading will be stressed. Any means or method which will make it easier for a child to learn to read will be used since this is a volunteer school and no credit will be given to the participating students. Mail order catalogs, comic books, and magazines will be used as a new approach to catch and hold interest. Smaller classes during this summer program allow more individual instruction.

INDUSTRIAL ARTS

We propose to continue the practical arts classes as we have for our last project years. Two instructors will be employed, one for automobile mechanics and welding and one for masonary and carpentry. These instructors will have 5 classes each school day, using supplies applicable for this instruction. The shops are complete with equipment purchased during the 1965-1966 project.

MUSIC

One certified teacher will be employed for instruction in general music. She will teach the children the basic fundamentals of music and help enrich their cultural background through this medium. Choral groups will be organized and performances given during school programs for the pleasure and enjoyment of both the participating and nonparticipating student. Rhythm bands will be formed for the younger children, helping to teach them coordination and control. Classical music appreciation will be taught and hidden talents developed.

OTHER—MAKE-UP ENGLISH

We propose to offer an English course during summer school in 1968. This will enable a high school student who failed English the previous school year to receive credit after successfully completing the summer course. Qualified teachers will be employed to instruct these classes. The standard number of hours for make-up work and the grading system as required by the State during the regular school term will be used. These classes will offer high school students an opportunity that has never been available to them before. We feel that this program will be a big inducement to secure more integration in the summer school program. A high school English "flunkee" can swap one year for six weeks.

OTHER—TEACHER AIDES

During the regular school year six adults or high school graduates will be employed to assist the elementary teachers. This will allow the teachers more time for individual student instruction.

Six aides will also be employed to assist during the summer school term. These aides will be used for the many time-consuming, non-teaching tasks which take teachers away from the actual instruction of students. In addition to the services received from the aides, these services themselves offer job opportunities which will help raise the economic level of the limited number of families involved.

FOOD SERVICE

This portion of our project is to furnish lunches for as many economically deprived children at the eligible schools as our budget will allow. We propose each day this year to reimburse the school lunch program, at the rate of 25¢ each lunch, for 222 students at each of the schools served by ESEA.

During the summer school it is proposed that ESEA pay for the actual food expenses incurred by the lunchroom during this session. For the summer school lunch program we also propose to furnish the lunchroom managers and helpers necessary to operate the lunchroom at this time.

HEALTH—DENTAL and HEALTH—MEDICAL

We propose to continue referring the economically deprived students of the eligible schools to the dentist whenever necessary. The ESEA nurse will make these referrals and see that appointments are made and kept. We propose to furnish partial plates only when the front teeth are involved. Our nurse will also use any available sources of dental health literature, etc., to encourage better dental habits. She will work in cooperation with the County Welfare, County Health Department, and County School system in this program. There are two dentists in this area who have cooperated completely with this ESEA program in the past and will continue to do so.

Chronic remedial defects are the concern in our health program. We propose that the nurse employed by ESEA continue assisting the County Health Department nurse in giving immunizations needed by the economically deprived students. We propose further that she continue to assist in the eye clinics in cooperation with the County Welfare Department and State Commission for the Blind.

Students will be screened with the Titmus machine purchased in a previous year and, if necessary, referred to the eye clinic. Screening will also be done by the nurse using an audiometer to detect hearing defects and the proper referrals will be made from these results. Materials available from the State Board of Health or other sources will be evaluated by the nurse and used in personal hygiene instruction in conjunction with regular health classes.

Our policy states that not more than $250 be spent on one student for dental or medical services. However, this could include several trips to the doctor or dentist. These services are available to all eligible children when no other funds are available for the services.

TRANSPORTATION SERVICE

Transportation will be furnished for the summer school program in 1968. About six school buses will be used for transporting summer school students to the school used for this program. We also plan to continue paying the expenses for the ESEA activity bus when it is used for cultural trips for the students of the eligible schools.

MARTIN COUNTY BOARD OF EDUCATION Project No. 68-0129

Title

Diagnosis and Alleviation of Educational Deprivation in the Area of Language Arts

Project Budget

$534,027

Children in Project and Grade Levels

3,615	K-9 and ungraded

ESEA Staff

143

ENGLISH—READING

The reading program envisioned in the project has a five-fold purpose:

1. Identifying the reading expectancy level of students in the qualifying schools and relating it to curriculum offerings in the basal reading program offered at present
2. Intensifying the present basal reading program by providing selected audiovisual, library, and other supplementary materials
3. Improving reading comprehension in all subject matter areas with special reference to arithmetic reasoning
4. Increasing individual or recreational reading through creating an atmosphere conducive to "wanting to read," through increasing the students' appreciation of literature, and through expanding library facilities and acquisitions
5. Providing five reading coordinators in a continuing program to diagnose reading deficiencies, recommend procedures in the basal reading program, and undertake corrective measures where feasible

OTHER—PRESCHOOL READINESS PROGRAM

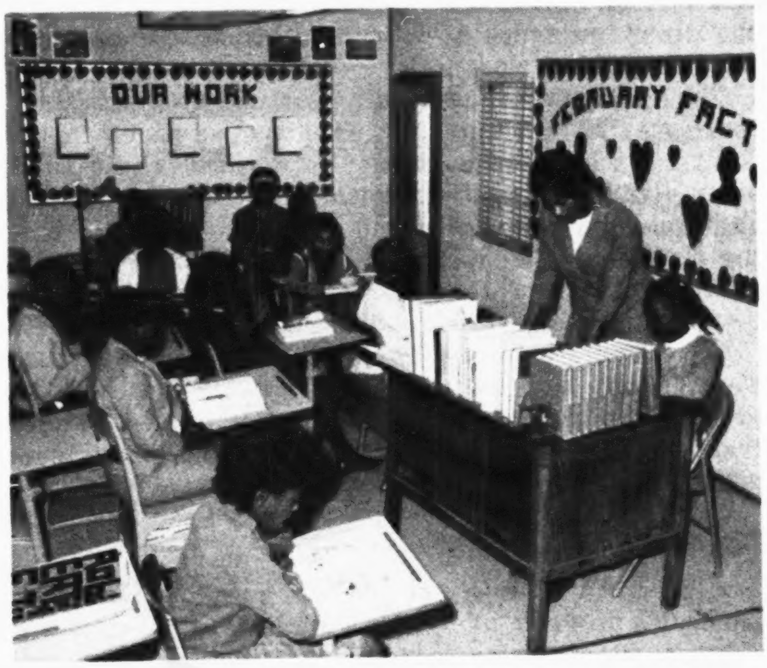
The reading program will be augmented by a summer preschool readiness program to be conducted in six locations. The purpose of the preschool program is to provide a succession of experiences by which each child may have the opportunity to develop at his own rate. Within this framework certain objectives are indicated:

- **To help the child make social adjustment**
- **To help the child become adjusted to new situations and experiences**
- **To build experiences on which to base future learnings in reading and arithmetic**
- **To build experiences that will develop understandings in science and health**
- **To develop oral and listening ability**
- **To develop physical growth**
- **To encourage growth in accepting responsibility; sharing and taking turns; and listening and following directions**
- **To develop good basic attitudes toward health**
- **To protect and improve the present and future health of the children**

The services considered necessary for the success of the program are as follows:

- **Food Service**
- **Library Program**
- **Health Services**
- **School Social Work**
- **Speech Therapy**
- **Transportation Services**
- **Music**

Each child enrolled in the preschool program will participate in this project 20 hours per week (9 a.m.-1 p.m.) for 8 weeks during the summer.



OTHER—INSERVICE TRAINING

A program of continuing inservice training is planned for ESEA staff, teachers, aides, preschool instructors and any other personnel involved in the ESEA project. This training will be provided by consultants, staff members, and state approved college instructors.

A limited number of courses will be for college or renewal credit, while the bulk will be only for training experience.

Inservice training will be conducted as needed in the areas of:

- **Informing all involved personnel of aims, methods, objectives and progress of the project**
- **Understanding the psychology and motivation of the educationally deprived chid**
- **The functions of the teachers' aides**
- **Audiovisual methods and techniques**
- **Special problems in reading as they affect educationally deprived youth**
- **Special problems in school social work (home-school coordination)**
- **Preschool training**

SCHOOL SOCIAL WORK, ATTENDANCE, and CLOTHING

A survey conducted by the Board of Education in 1965 revealed the following facts:

- Approximately 50 percent of the parents do not belong to clubs or lodges
- Approximately 40 percent of the families are without a father
- Approximately 60 percent do not subscribe to magazines

- The attendance of parents at PTA is extremely low and teachers find it difficult to persuade the parents to meet with them individually to discuss the problems of their children

School Social Work and Attendance: Six home-school coordinators will be selected from the local community and trained. Through home visitations they will assist with the improvement of home-school relations and attendance problems. They will be under the direct guidance of a trained attendance and elementary guidance counselor.

The six home-school coordinators will also be trained to relate the student and his home environment to the total school environment; to discover those facts about the inter-personal relationship between student and home environment which may have a direct bearing on the child's educational, emotional, and physical development; and to effect two-way communication between teaching staff and students' families.

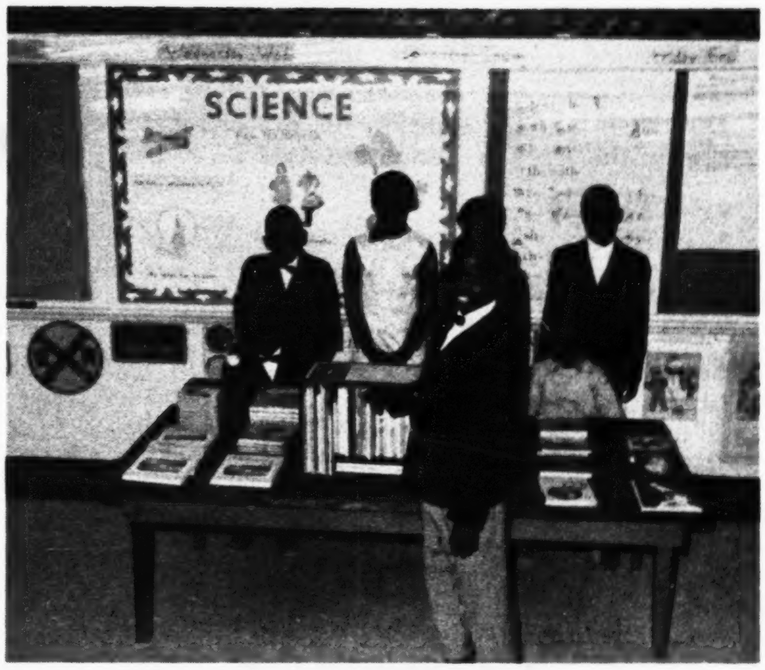
Clothing: Numerous students stay home because they do not have necessary clothing. Funds will be provided to supply material necessities in cases where these are believed to have a direct bearing on achievement and/or school attendance.

FOOD SERVICE

A coordinated food service will provide a part of the health program using these methods:

1. A food service coordinator will be used to coordinate lunch programs in the qualifying schools and to continue the lunch programs which were begun during the past year in schools where none existed.
2. Funds will be provided for food, additional workers, and other necessities for such a program.
3. Students will pay an amount for lunches proportionate to their ability to pay.
4. Funds will be provided for free lunches for children who are unable to pay.
5. Funds will be provided for free lunches for the summer preschool readiness program.

Big Adjectives



ELEMENTARY GUIDANCE and COUNSELING

Since elementary guidance is a completely new phase of the educational process, formal guidelines do not exist. Therefore, it is impossible to state exactly what the service will entail. However, it is suggested that such a service will involve some of these ideas:

- **Create better unity between the parent and the school**
- **Provide counseling services for parents, teachers and students**
- **Help the student to understand himself, his needs, desires, and abilities**
- **Provide adequate tests needed for directing students (aptitude, etc.)**
- **Provide inservice training for teachers and other professional staff**
- **Serve as resource person and referral agent for grades 1-8**

The counselor will perform the usual duties in grades 3-8 for the schools selected—counseling students, parents and teachers. For grades 1 and 2, the counselor will serve as a resource person for consultation and as a referral agent. All state regulations and qualifications for an elementary guidance counselor will be met.

HEALTH—DENTAL

Two health nurses will continue to be employed in an effort to:

- **Teach in school concerning the care of teeth**
- **Screen and refer students in need of dental care so that corrective measures can be taken to prevent further complications**
- **Follow up referrals and make an effort to see that the students go to the dentist**
- **Visit homes in order to determine need, refer the family to proper agencies for assistance, inform parents or guardians of the child's dental need, teach health methods when necessary, observe for other health problems**
- **Meet with adult community groups (PTA, etc.) dispensing information, lecturing, showing films, etc.**

HEALTH—MEDICAL

While no specific figures can be cited to document the health problems in the qualifying schools, this type of problem area has been most frequently mentioned by faculties in the qualifying schools. Teachers commented on the high incidence of contagious disease, such as ringworm and colds. In most cases health problems were not met or even detected because families could not afford medical advice or treatment. These factors caused loss of time in school and lowered the academic achievement of students. Teachers in most schools, not just those which qualify for assistance under the ESEA, do not feel they have the training to do more than cursory medical screening. Therefore, defects went undetected, unreported, and uncorrected.

During the past year, two registered nurses screened and referred numerous cases to the proper medical authorities. As a result, approximately 200 students received glasses for optical defects; 74 received treatment for contagious problems. For several reasons, however, many of the students referred have not yet gone to the proper medical authority. The nurses find they must:

- **Make repeated visits to the homes in order to educate and convince the parents of the necessity of proper treatment of disease**
- **Obtain information and inform the family of their eligibility for health or welfare assistance**
- **Make observations in the home in order to locate origin of disease. Often a younger child is also in need of medical aid and/or the family needs instruction in better health techniques**

These efforts will be maintained as well as the continuation of the objectives:

- **To screen and detect correctable defects**
- **To make referrals to proper authorities when treatment and/or correction seem feasible in an attempt to prevent complications which might occur due to lack of proper medical attention**
- **To follow up referrals**
- **To continue to maintain adequate health rooms and/or stations in each of the qualifying schools**
- **To meet with adult community groups (PTA, etc.) dispensing information, lecturing, showing films, etc.**

LIBRARY SERVICE

The library services have two main purposes:

1. To provide library facilities and services that meet the needs of the children
2. To promote use and interest in the library

In continuing these objectives it is necessary to maintain and/or add:

- **Qualified librarians**
- **Library books**
- **Periodicals**
- **Reference books**
- **Classroom dictionaries and book sets**
- **Supplementary materials such as filmstrips, records, tapes (prepared and recording), central library of films**
- **Library supplies**

PSYCHOLOGICAL SERVICE

During the initial planning of our project, the hiring of a psychologist was recommended by our planning committee. This clinical psychologist spent two days each week working in the nine project schools. His reports to the staff and administration have proved invaluable in planning for this project and in guiding last year's project. Martin County is again proposing to employ a clinical psychologist. The psychologist will:

- **Conduct inservice programs to assist teachers with understandings of the psychology and motivation of the deprived child**
- **Confer with individual teachers concerning special problems, and assist teachers in making referrals for further psychological testing and treatment**
- **Be available for such individual counseling as may be needed**
- **Conduct inservice programs to assist teachers with administration, scoring, and interpretation of tests and test results**
- **Report on observations to the county administration and to the project staff**
- **Perform a limited amount of psychological testing**

ELIZABETH CITY-PASQUOTANK PUBLIC SCHOOLS

Project No. 68-0120

Title

Project Uplift—Personal Development of Educationally Deprived Children

Project Budget

$212,673

Children in Project and Grade Levels

1,780 1-12 and ungraded

ESEA Staff

43

CULTURAL ENRICHMENT

There are many places in the area which can be visited with profit by improverished students in the Elizabeth City-Pasquotank public schools.

Two activity buses purchased with ESEA funds will be used in making field trips for the project schools. Two drivers, paid monthly on an hourly rate, will be provided for this program. Field trips will be planned by teachers in connection with classroom activities. Museums, historic spots, and other places of interest will be visited.

In *Norfolk, Virginia,* and *vicinity:* Zoo, MacArthur Museum, Art Museum, Botanical Gardens, Naval Base and shipyard, Mariners Museum, Williamsburg.

In *North Carolina:* Roanoke Island (Lost Colony), Kill Devil Hills (Wright Brothers Memorial), local points of interest (post office, fire department, police department, food store), Fish Hatchery in Edenton, Tryon Palace in New Bern, Chapel Hill, Cape Hatteras, Elizabeth City Coast Guard and Repair Base, Raleigh.

For the most part, trips will be planned so that the round trip can be made within a day. In some cases overnight trips will be scheduled so that students may have the opportunity to become familiar with commercial eating and sleeping accomodations provided for travelers. Each child should be able to go on an average of 5 trips during the school year. A sufficient number of parents will be used as chaperones to guarantee the safety of the children. The cultural influences should stimulate their interest also, and should help improve the home environment for the children.

ENGLISH—READING

The English-reading activity is composed of two parts—remedial reading and an audiovisual center. Eight special reading teachers will be employed for the *remedial reading program*. They will be assigned to project schools on the basis of one for every seven regular teachers. They must be experienced, with above average teaching background, and with a real interest in the work.

Each reading teacher will have an average of 10 students per class, for 5 periods per day. These classes will be made up of children at the same reading grade level, brought together from various other classes into a separate classroom. Five hundred youngsters with the greatest need for remedial reading will be chosen to take part in the program.

Several approaches to the teaching of reading will be used:

- **Control over skill development offered by instrument techniques**
- **Individualized reading in a multi-level, high-interest classroom library**
- **Broadening experiences through films, filmstrips, tapes, transparencies and recordings**
- **Self-instructional, team learning, and group learning activities**

All reading teachers will be encouraged to attend a course on the teaching of reading to the underprivileged. This course, which is being offered at night by a local college, is open to graduate students and ESEA reading teachers. It has been designed to familiarize the teachers with the problems of the local economically deprived children, and to discuss and try to solve immediate problems that have been encountered in the ESEA reading classes. Tuition will be paid by Title I for ESEA reading teachers who attend.

An *audiovisual center*—located within two miles of any participating school, city or county—has been established with ESEA funds. It is stocked with a basic library of English language arts films, filmstrips, tapes, and recordings for classroom and inservice training use. It also has a sufficient quantity of equipment and supplies for an effective audiovisual program. It is hoped that the use of audiovisual materials will help to equalize educational opportunities for the educationally deprived students.

Some of the equipment is used primarily at the media center—for example, copy and transparency producing machinery. Other equipment, designed for classroom use, has been assigned to the project schools. One of each type has been retained at the center to be used for inservice training and as a temporary replacement in the project school when a breakdown makes it necessary.

A film-mobile has been purchased and a system of pickup and delivery promotes effective use of films in the maximum number of schools. An expandable booklet with a listing of the films, tapes, and filmstrips has been compiled and distributed to all teachers in the ESEA project.

The audiovisual center is staffed by a coordinator, who supervises the entire operation and conducts workshops to train teachers in the use of audiovisual aids; an audiovisual technician, who maintains the equipment, operates the film-mobile, and assists with the workshops; and teacher aides (one for each project school) who act as coordinators between the faculty and the audiovisual center.

USE YOUR TIME

HEALTH—PHYSICAL EDUCATION

In order to provide a complete program for the educationally deprived children, consideration must be given to physical needs—as a sound body produces a sound mind.

This project actitvity has two aspects: a health and physical education program for the regular school term; and a health, physical education, and recreation program for the six weeks summer program.

A physical education director will be employed on a 12-month basis to plan, organize, and direct a daily physical education program for grades 1-8 in the project schools. Working under the director will be physical education instructors hired for the school term only. The instructors will also conduct inservice training for classroom teachers and consult with parents of the participating children.

The summer program will include classes in health and hygiene, and a physical education program of a recreational type. The program will operate at two schools, P. W. Moore High School and Elizabeth City High School, so as to be accessible to all desiring to participate.

OTHER—TEACHER AIDES

Teacher aides will be employed for a 9¼ month term. The requirements used for employment in the CSIP program will be used as a standard for the hiring of teacher aides.

Inservice training will be given all aides who are employed for the first time.

Aides will be assigned to grades 1-8 on the basis of the number of poverty level students in each school. At each project school there will be one aide who has been trained as an audiovisual coordinator. One aide with nurse's training will be hired for the ESEA schools to assist with the State health records and to help children who become ill at school. One aide will be hired as a library assistant and will work in the Pasquotank Elementary School.

Three white aides will be assigned to schools having a predominance of Negro students.

GUIDANCE

All students need professional counseling—most especially during the formative years. The elementary age is an area which is most often neglected in this respect. A well-planned guidance program on the elementary level will enhance the entire school career of each student.

A guidance director for Pasquotank County Elementary School will be employed on a 10-month basis to begin work 2 weeks before school commences and to terminate work 2 weeks after the last day of school for children. The duties of the counselor will be to administer special tests; advise in vocational areas; maintain individual records relative to personality traits, behavior patterns, academic accomplishments; and be available for consultations with students, parents, or staff members.

NOTE:

One teacher will be assigned to the qualifying parochial school for a period of 1½ hours a day to work with the 15 students selected for a remedial reading program.

One aide will be assigned this school on a full-time basis.

Arrangements have been made for students in the qualifying non-public school in the Elizabeth City-Pasquotank County ESEA district to participate, on a pro-rata basis, in the cultural enrichment program, in the use of audiovisual materials and equipment, and in the physical education program.

PERQUIMANS COUNTY BOARD OF EDUCATION — Project No. 68-0118

Title
Language Arts

Project Budget
$139,176

Children in Project and Grade Levels

1,176	1-12 and ungraded

ESEA Staff
22 (plus 108 whose salaries are not paid by Title I funds)

CULTURAL ENRICHMENT

The cultural enrichment activity will be conducted in three schools but with different emphases.

Equipment to be used will be:

- **Activity bus for educational tours**
- **Band instruments**
- **Furnishings for mobile classrooms**

Public school music, including glee club work, will be provided for the educationally and economically deprived at King Street Elementary School. Band instruction will be offered at Perquimans Union. Educational tours will be provided for all economically and educationally deprived children at the participating schools and certain educationally deprived children at Perquimans County High School.

Parents (approximately 30 mothers) of children participating in school musical programs will assist in making costumes.

ENGLISH—READING

English-reading activity will be conducted in each of the three schools listed under cultural enrichment, but with different plans for operation.

Equipment to be used will be:

- **Controlled Readers with filmstrips and SRA supplementary individualized program kits**
- **Mobile Language Lab with accompanying film**
- **Language Master**
- **Library facilities (books, audiovisual aids)**

Daily classes will be held. Workshops and inservice training for participating teachers will be conducted. High school students participating will receive ½ credit at Perquimans Union School and a full credit at Perquimans County High School.

A workshop conducted for one week by the director of reading activities from LINC is being scheduled for September. Participating staff personnel will be 47 teachers.

The coordinators of the reading project from each of the participating schools are scheduled to observe the highly successful developmental and remedial reading program conducted in the Chesapeake School System at Great Bridge, Virginia, early in September. Participating personnel will be 5 teachers, an ESEA Director and/or assistant director. Other workshops conducted by reading specialists are planned throughout the school year. Participating staff personnel will be 47 teachers.

L.A. Howell
Linda Brooks

HEALTH—PHYSICAL EDUCATION

Classes in health and physical education will be scheduled for economically and educationally deprived *girls* in grades 5-12 at Perquimans Union School. Under the supervision of the regular classroom teachers the physical education teacher will direct programs for *all* children in grades 1-6 at King Street Elementary School.

Students will be encouraged to take health information pamphlets home to their parents and encourage them to make use of services offered by the Health Department. Parents will assist in making costumes for children taking part in special programs at the schools.

FOOD SERVICE

At lunch and before classes start food will be provided, when needed, to primary and elementary children in the project schools. Children who come from economically deprived families and who show symtoms of malnutrition in their behavior, will be selected to participate. The objective of this activity is to improve the nutritional health of the children. This should result in greatly improved educational achievement by these deprived children.

GUIDANCE

Guidance will be provided for educationally and economically deprived children in the following manner:

- **Career and curriculum planning, using Kuder Preference (vocational and personal) records, school interest inventories, personal interviews with the guidance counselor, and career day programs at school**
- **Analysis of achievement and intelligence test results**

The children to participate will be selected on the following bases:

- **If they are potential dropouts**
- **If they are from broken homes, or living in foster homes or with grandparents**
- **If they are showing little progress in their performance on standardized achievement tests**

PITT COUNTY BOARD OF EDUCATION

Project No. 68-0130

Title
Improving Communication Skills

Project Budget
$1,026,053

Children in Project and Grade Levels
7,859 1-12 and ungraded

ESEA Staff
166 (plus 342 whose salaries are not paid by Title I funds)

ART

The art program, to be directed by the art coordinator or elementary supervisor, will be carried on through individual art instructors who will be scheduled to visit each homeroom periodically. Films, movies, field trips and traveling art exhibitions will be used to develop a greater sensitivity to surroundings. (Art facilities should consist of an art room—either a remodeled room or a mobile unit—having adequate storage and work or exhibition space for the number of enrolled students in each school. Such facilities would greatly improve the educational possibilities of the program.)

BUSINESS EDUCATION and OFFICE OCCUPATIONS

The business education and office practice program will introduce students to the activities of business and also offer advanced business students training in the various duties performed by the office worker.

The advanced program will include: handling cash; banking; preparing payrolls; filing systems; keeping records, handling the mail; telephone and telegraph services; using adding and calculating machines, voice writing equipment, duplicating equipment; solving problems in typewriting; composing letters; meeting the public; improving personality; job finding and job success.

CULTURAL ENRICHMENT

The cultural enrichment activity, to be directed by the project coordinator for Title I, will include field trip experiences, live performances by outstanding talent in the arts, and reinforcement of these experiences through films, books, etc. Emphasis for cultural enrichment will continue to be placed on helping the underprivileged child become familiar with his own cultural surroundings.

This activity is planned to reach all of the 7,859 children enrolled in the eligible schools.

ENGLISH—READING

The English-reading activity will be directed by a reading specialist who will coordinate the work of six language arts coordinators. They, in turn, will be

assigned to specific participating schools to strengthen the total reading program at their respective schools. The language arts coordinators will concentrate their efforts on the primary grades.

Inservice training of staff members will be accomplished through regularly scheduled, workshop type conferences held for the language coordinators and supervised by the reading specialist. The language coordinators will, in turn, schedule regular sessions for the classroom teachers at their respective schools in order to provide a continuous inservice training program.

HOME ECONOMICS

The program will range from a basic introductory course for homemaking—with emphasis on the development of attitudes, values, and skills commensurate with the student's age, interest and ability—to courses providing greater depth in experiences for homemaking by helping students understand processes of growth maturation of children; textiles as to wearability, laundering and functional uses; clothing construction; group interaction in the family; development of management practices; the use of household equipment; dietary needs: the principles of food cookery; family housing; and other areas of study as demanded by the student and community needs at different school locations. The vocational field supervisor will help supervise this program.

INDUSTRIAL ARTS

The industrial arts program will introduce the student to the industrial and technological aspects of our culture through the study of tools, materials, products, processes, occupations, and socio-economic and cultural contributions. Where facilities and equipment will allow, two or more of the following areas will be taught: woodworking, drawing, metals, elementary electricity-electronics, and power mechanics.

MUSIC

The music program will be directed by the coordinator of music. This program will seek to cultivate among students an appreciation of the contribution which music makes to our cultural heritage.

PHYSICAL EDUCATION

The physical education program will be carried out by the coordinator of physical education, 10 full-time physical education teachers, and 10 physical education aides. Equipment to be used will include all-weather courts, obstacle courses, gymnastic equipment, and various types of equipment for team activities. All efforts of this service will be guided by the philosophy that physical education is an integral part of the total curriculum, concerned with achieving the over all aims and objectives of public education.

VOCATIONAL EDUCATION

Vocational Agriculture

The vocational agriculture program to be supervised by the vocational field supervisor, will be implemented in three phases (1) classroom, (2) laboratory work and (3) supervised practice or work experience. Each of these three phases will be an integral part of the vocational agriculture curriculum. The curriculum is designed to offer opportunities for training in many areas including agriculture management, agri-business, crop and livestock production, an introduction to the broad world of work, skill identification, skill development, and leadership training. The entire program will be based on guidance provided for the students as they need it.

Trade and Industrial Education

Students enrolled at three of the schools will be bused to a central school within reasonable commuting distance. There they will take courses in trade and industrial education. Because of the nature of the training and the time required for busing of students to and from the regular high schools, only courses two and three hours in length will be offered. Students being bused to the central school will continue to take elective courses and courses which are required for graduation at their respective feeder schools. Courses other than those designed specifically for vocational training will not be offered at the center.

Vocational Guidance and Introduction to Vocational Opportunities

The vocational guidance and introduction to vocational opportunities program is designed to offer exploratory experiences in the world of work and provide opportunities for vocational guidance on an individual and group basis. The vocational field supervisor will be responsible for supervision in this area.

This program is designed to reach the educationally deprived eighth grade children enrolled in each eligible school offering the course in its curriculum. Where the teacher-load is too large, students are selected by interest and by need, as determined by the principal and guidance counselor.

OTHER—GENERAL ELEMENTARY EDUCATION

The general elementary education activity is designed to enhance the administrative leadership in each school participating in this activity. This will be accomplished through the provision of an assistant principal at the union schools and three special teachers who will relieve teaching principals of teaching duties at the elementary schools. The vitality of the instructional program expected to be carried on at each school will require the administrator to be knowledgeable of, and available to react to, each aspect of the total program.

OTHER—SPECIAL EDUCATION

The special education activity is designed to provide the exceptional child an educational opportunity consistent with his capacity to learn. This necessitates the establishment of a learning environment based on an understanding of individual differences and a knowledge of the educational implications of these differences. Thus, this activity will seek to meet the needs of the students who have been "just sitting"—the potential dropouts—with classes organized according to the abilities, needs, and interests of the particular students who participate in this activity.

OTHER—TEACHER AIDE

The teacher aide activity has been designed to relieve teachers of non-teaching duties so that the teacher can concentrate on more profitable and more productive teaching.

Aides will receive inservice training in specific areas as the need becomes apparent. Training will be provided by the central office staff, Pitt Technical Institute, and East Carolina University.

CLOTHING SERVICE

This activity is designed to help children who are economically deprived and are forced to stay out of school because of insufficient clothing.

A referral system from the teachers and principals, indicating the child's need for clothing, will be used.

FOOD SERVICE

School food service, directed by the coordinator and field supervisor of food services, should make available a meal that is nutritionally adequate and educationally enriching to all children. The teacher and principal, by using their knowledge of the child and the social worker's information on the home situation, will decide whether the child should receive a free lunch or a reduced-price lunch. The objective of the school food service is to improve the nutritional health of the child, thereby improving his total health, increasing his ability to learn, enriching his communication skills and social graces, and improving his appearance.

In most instances the kitchen-dining area is used, although in three schools the children carry the plates back to the classroom because there is no dining space available. In two schools the entire meal is transported in insulated pans and eaten in the classroom.

SHORT VOWEL SOUNDS

A good hot lunch, interest in food, and a time to relax around a dining table, are most conducive to a break-down in any racial, social or linguistic barrier among students. The interchange of ideas in the common problems of the school food service managers or cooks has created an almost unbelievably good relationship among the workers.

Although school food service was not specifically planned to involve parents, all parents of the 7,869 youngsters will be invited in small groups, to visit and participate in a regular school lunch. PTA programs are being developed to encourage participation in the school food service and to improve food habits at home as well as at school.

GUIDANCE

The guidance program will be planned in accordance with the results of a teacher questionnaire completed last spring. These were the results of the survey:

- *First Choice—Counselor-Pupil Interview*
  The pupil will be allowed to explore in a non-threatening atmosphere his attitudes, interests, achievements, and behavior in an effort to lay a foundation for proper decisions and to assume responsibility for subsequent action. Individuals, whom the counselor considers in need of professional therapy, will be referred to the proper agency.
- *Second Choice—Teacher-Counselor Conference*
  This choice was considered by the faculty members as a function equally as important as the counselor-pupil interview, with the implication that counseling at grades 1-8 should have a team approach. The counselor and teacher would make an effort to combine and utilize their knowledge of the individual in order to effect better adjustment and subsequently better education.

- *Third Choice—Testing*
  Pitt County School System has a fully adequate testing program available to the school counselor. Group tests which are already given at an elementary level include achievement, intelligence, interest, and reading tests. In addition to these group tests there will be made available to the elementary counselor certain other tests which might serve his purposes. Perhaps the greatest help that the counselor could give in the testing situation would be in interpretating test scores to students on an individual basis.
- *Fourth Choice—Counselor-Parent Conference*
  It remains a fact that many students are misunderstood by their parents and that many parents do not recognize that their actions may make it impossible for the student to function at his best level. For this reason it is considered important that the counselor be able to have private conferences with the parents in order to indicate the child's problems in understandable terms and at the same time to show an interest in their solution.
- *Fifth Choice—Group Counseling*
  Group guidance allows for discussion of mutual problems in a permissive, non-directed atmosphere by students of approximately the same age level. Such topics as study habits, abilities, how to get along, boy-girl relationships, etc., will be discussed as the need arises. Role playing may also be a part of group guidance.
- *Sixth Choice—Vocational and Education Information*
  It would appear at this point that perhaps the largest amount of time in this area would be at the eighth grade level where students are making choices concerning high school programs of study. There will, however, also be an effort in group sessions, at all age levels, to acquaint the students with the world of work. Because the students involved have had few opportunities for knowing anything about the world of work beyond the farm, it is expected that the counselor through films, slides, field trips, and similar activities will acquaint them with some of the many broad areas of work. This should encourage them to stay in school and to perform at their highest level of ability.

HEALTH—DENTAL and HEALTH—MEDICAL

Through the dental health activity it is planned to correct dental disorders which interfere with the school work of eligible students.

Through the medical health activity it is planned to provide health appraisal of economically deprived students in the eligible schools and to provide such medical services as are needed to help these students in their educational careers.

These activities are planned to be an extension of existing social agencies, reaching as many children as possible who have not been served adequately by such agencies.

Dental and medical services will be provided in cases where the family income is below $2,000.

LIBRARY SERVICE

The library services activity has been designed to provide adequate library facilities and services for all Title I students. This activity is designed to upgrade the school library and strengthen its effectiveness among students, parents and staff. It will coincide with the regular school term, August 28, 1967, through June 3, 1968. A summer term for this activity is planned for June 4, 1968, through July 17, 1968.

Inservice training for library personnel and teachers will be continued as a means of updating ideas and skills and for gaining experiences and competence in new areas. Inservice training activities will include scheduled meetings in which demonstrations of library techniques are presented, library problems are discussed, experts visit, and library books and other materials are exhibited for examination to determine the advisability of their use. Librarians will attend State and regional library meetings or conferences in an effort to keep abreast of new developments in the library field. Visits will be made to Demonstration School Libraries and other libraries. Library personnel will become members of professional organizations and will read professional books and magazines in an effort to become aware of any new and better materials and activities which could benefit those being serviced.

PSYCHOLOGICAL SERVICE

The psychological services activity will be directed by the coordinator of psychological services. It is planned to meet the needs that are evident in all the eligible schools. The psychological services will develop and implement a program aimed at the psychological needs of the children; administer and analyze appropriate psychological tests; discuss, interpret, and explain tests to school administrators, supervisors, counselors, teachers, etc.; maintain contact with various agencies; coordinate the various phases of psychological assessment; help to plan a program designed to aid the child in adapting; adhere to ethical standards by respecting confidential information; make referrals to various agencies when the child's deviant behavior warrants it; and constantly evaluate the program of psychological services.

This activity will begin on September 1, 1967, and terminate on August 31, 1968, the regular and summer school terms being inclusive.

SOCIAL WORK SERVICE

This service will continue to be carried out with a coordinator and seven social workers. Every effort will be exercised to motivate, assist, and encourage regular daily school attendance.

The social workers will work on a year round basis.

Small groups of twenty parents or less will be invited to the schools monthly to become better informed about the school's operation, function, and program. More than 1,000 parents should attend. Staff meetings will be scheduled weekly for all 7 workers. Workshops and other related professional meetings will be attended.

SPEECH THERAPY

The speech therapy activity is designed to provide special teachers, proficient in this area, who will identify those children with correctable speech disorders and provide them with training which will correct or minimize the disorder.

Inservice training of professional personnel will include an orientation meeting as early as possible in September, and at least four meetings of speech personnel as a group to share and work on common problems.

OTHER—JOB PLACEMENT

The job placement service will involve a job placement director whose task will be, essentially, to locate specific jobs for graduates and/or dropouts of our eligible secondary schools. The frustrations caused by lack of gainful employment that has been experienced by those students, who for many reasons do not pursue post high school training, intensifies the negative self-image of our students. Such frustrations also induce students to drop out of school before completing their secondary education.

GREENVILLE CITY BOARD OF EDUCATION

Project No. 68-0030

Title
Educational Awakening

Project Budget
$215,566

Children in Project and Grade Levels
2,931 K-12 and ungraded

ESEA Staff
37

ART

Art is to be taught to children who are dropouts and/or dropout prone, delinquents and/or socially maladjusted, mentally retarded, and to others who may benefit from this activity.

Approximately 460 students from grades 7-12 and special education classes will take part in this activity.

We feel that cultural enrichment is a vital phase of the project, and art will be a definite asset to this area.

BUSINESS EDUCATION/OFFICE OCCUPATIONS

The office occupations course promises to offer the students more experiences in varied areas of office practice during the 1967-68 academic year. Since it was started last school term, it has grown considerably. The students who take advantage of the office occupations course will be exposed to filing; machine transcription; the use of calculating and adding machines; IBM selectric typewriters; mimeoscope machines, equipment, and supplies; stenciling; copying; mimeographing; color changing; introduction to data processing; business forms and styles; the use of the collator; and on-the-job training. Only twelfth graders will participate in this activity.

CULTURAL ENRICHMENT

The cultural enrichment area of the project will include educational and cultural trips to cities, historical sites, resource areas, and cultural activities.

The cultural trips will be taken during the school day and on weekends during the regular school year. Classroom teachers, teacher-aides, and parents will accompany students on the trips.

Approximately 1,008 students will participate in this activity. Of this number, 71 are attending a non-public school.

ENGLISH—READING

In the ESEA Title I project area schools, reading will be considered in four frames of references: reading for the non-reader, reading for the underachiever, reading for the average, and reading for the accelerated.

All of the regular classroom teachers of the ESEA Title I project area schools will be involved in the reading program. One reading specialist, three paraprofessionals, and nine teacher aides will be employed in addition to the regular teachers.

Children from kindergarten through the twelfth grade will participate in this project.

There are 1,036 children who are considered poor readers; and of this number, 75 will be students at a non-public school.

HOME ECONOMICS/HOUSEHOLD OCCUPATIONS

Household occupations will be taught to girls and boys between the ages 16 and 18 who are interested in pursuing this vocation. The following units will be included in the instruction: "Orientation to the Nature and Scope of Work," "Desirable Personal Qualities for Job Success," "Grooming and Personal Hygiene," "Management Problems," "Use and Care of Equipment," "Safety Precautions in Housekeeping," "Preparing Nutritious Meals," "Assisting with Care and Development of Children," "Legal Aspects of Employment and Business Relation." The course of study followed for the household occupations will be that advised by the North Carolina State Department of Public Instruction. The classes for this project will be housed in a model mobile home which was purchased under a previous ESEA Title I project.

Approximately 24 students, grades 9-12, will take this course.

PHYSICAL EDUCATION/RECREATION

Remedial physical education will be taught to elementary students who have physical or mental limitations such as children who are withdrawn, overweight, underweight, crippled; children who have terribly impaired vision, severe hearing defects; and children who are in dire need of a special accomplishment or achievement. A total recreational program will be coordinated to include all elementary children who have not been included in the remedial activities.

Approximately 255 students from grades 1-6 will benefit from remedial physical education. Thirty of these students will be attending a non-public school.

OTHER—SPECIAL EDUCATION FOR HANDICAPPED

Special education classes will be provided for both the trainable mentally retarded and the educable mentally retarded children.

There will be approximately 140 children from grades 1-8 in special education.

FOOD SERVICE

A lunch will be provided for as many ESEA Title I eligible students as possible at no cost to the students.

Approximately 380 children from grades 1-12 will participate in the free lunch program, and 30 of this number will be students at a non-public school.

GUIDANCE and COUNSELING

A full-time elementary guidance counselor will be employed to work specifically with children in grades 1-8 and with the parents, teachers, and principals of the specified group. The counselor will work with students sent by teachers in the eligible schools. She will take special notice of the nature of the referral and of the child's interest, abilities, and achievement. There will be counselor-parent-student sessions which will include an examination of the student's past record, of his in-school and out-of-school activities, favorite and less favorite subjects, job experience and vocational interests. Further, the counselor will use information from the conference, results of individual testing, and information from cummulative records to assist teachers in meeting the student's special needs. There will be class and group counseling.

The guidance counselor will come in contact with around 2,365 students from grades 1-8. Approximately 147 of these students will be non-public school children.

HEALTH SERVICE

A school nurse is to be employed, and she will work under the supervision of the county health doctor. She will do work of an educational nature as well as render health services to and for the students. Her duties will include seeing that the health records of students are followed very closely in areas such as diseases, dental services, factors of vision, immunizations, hearing defects, physical examinations, etc. The nurse will also give health talks to students and parents as the need arises; show films and filmstrips dealing with all phases of the body, health, and personal hygiene; and see that unmet health needs are provided for.

There will be approximately 247 students from grades 1-12 to whom direct service will be rendered. Of this number, 38 will be students at a non-public school.

LIBRARY SERVICE

In an effort to enhance our library services, 2 full-time librarians and 3 aides will be employed. In addition to their regular library duties, the librarians of the project area schools will be asked to work closely with the director and other concerned persons in order that ESEA Title I money may be focused upon the deprived underachiever, and slow learner.

This enlargement in library services will be "the life" of the project. When everyone concerned begins to read and use the library religiously, the child's total educational level should rise because his inspirational hunger will be "fed."

PSYCHOLOGICAL SERVICE

A psychologist is to be employed to work part-time (or as the need arises) with students who need psychological help.

According to our checklist, approximately 83 students will come in direct contact with the psychologist. Nine of these students attend a non-public school.

SCHOOL SOCIAL WORK

School social workers will be employed to process cases referred to them by principals and teachers of the project area schools. These referrals may be in connection with poor school attendance or the need for welfare services, such as free lunches, shoes, and clothing. Inherent in the school social workers' duties will be an attempt to get consent from parents for their children to be given a physical examination, to get needed forms back from parents, and to help parents become more aware of their importance in the education of their children.

There will be approximately 379 students from grades 1-12 who will receive direct benefits from this activity, and 25 of these students will be attending non-public school.

Title
Improvement in English—Reading

Project Budget
$97,044

Children in Project and Grade Levels
650 K-12

ESEA Staff
16

ENGLISH—READING

To carry out this activity a language arts supervisor and the coordinator of materials will work closely with the county supervisor of instruction in advising, instructing, and helping teachers with new materials, techniques, and methods in teaching English—reading. All elementary teachers in grades 1-8 and English teachers in high school will participate in the program.

A reading improvement committee, made up of teachers, will be used to define the reading problems and decide how to solve them.

Additional training of teachers will be done through workshops.

Audiovisual aids and library services are geared to a remedial program in language arts. Reading and library materials are available in all subjects for slow, average, and above average students.

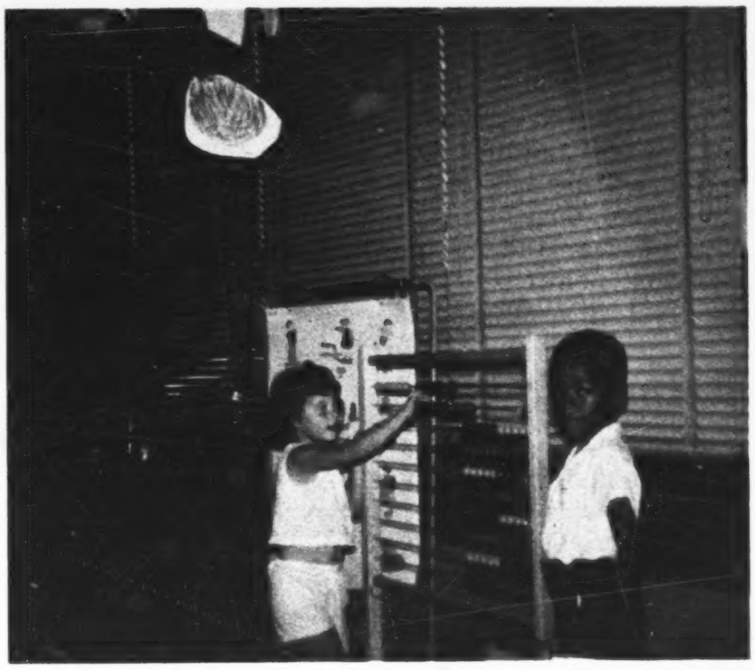
This program is designed for cooperative planning by all teachers. Uses of reading as a source of information; as an aid to personal, social, and cultural enrichment; and for recreation will be emphasized and studied in the cooperative planning.

Retarded readers will receive corrective and remedial instruction.

This program will provide for continuous instruction and growth in reading skills from pre-school to grade 12 for all pupils, and for the integration of reading skills with other communication skills.

OTHER—SUMMER PRESCHOOL READING READINESS PROGRAM

A summer reading readiness program for all children who are eligible to enter school in the fall for the first time is held for eight consecutive weeks each summer. It is sponsored by the Board of Education and is financed through ESEA, Title I. The program is designed to get children ready for school. Through this program it is hoped that good habits will be formed for working and thinking, that personalities will blossom, that more responsible behavior patterns will take shape, and that dormant interests will be aroused.



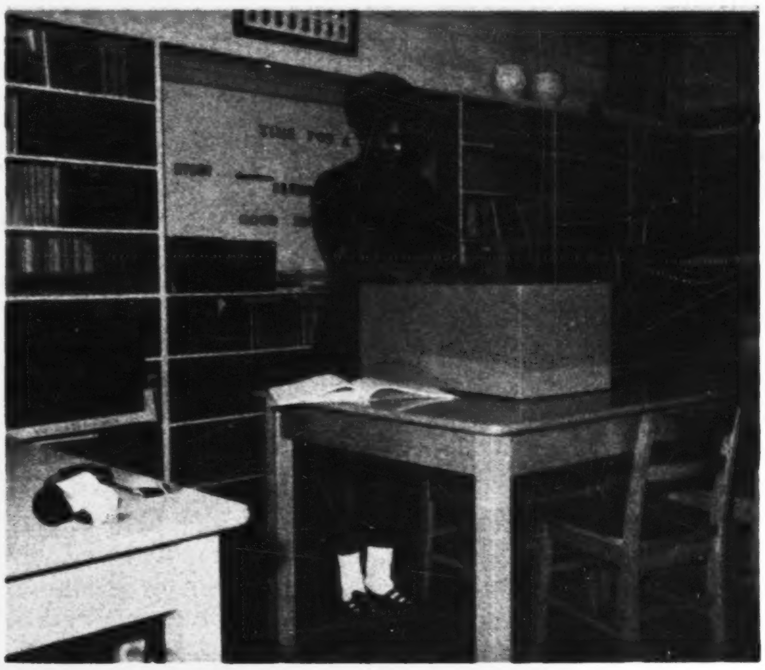
The program itself is largely social studies. The children are integrated and the ratio of Negro children to white is 2 to 1, so the plan requires wide variation, and great flexibility. Common experiences help the children to grow socially, educationally, and culturally. Weekly conferences with parents and teachers are held, and two general conferences dealing with common problems are held.

The daily schedule includes activities to help the children develop in hand control, oral language skills, the ability to relate spoken words to written words, eye control, background experiences, habit training, and social training.

In addition to the above, the school nurse is with us daily assisting in all health habits, giving physical examinations, making referrals to doctors, checking teeth and eyes, giving innoculations when recommended by the Health Department, giving urinalysis tests, and weighing children.

ATTENDANCE SERVICE

Past experience indicates that regular attendance is a problem in the school being served by the project. With the employment of an attendance and social worker we hope to concentrate on the attendance problem. The attendance worker will visit the school each day and determine the number of pupils who are absent. This worker will then visit the homes of the absentees and determine the cause of absence. When the cause of the absence is determined, special effort will be made to get the pupil returned to school.



CLOTHING SERVICE

The attendance and social worker will visit the homes of the students. Records will be made concerning the economic status of the families, reasons for students being absent from school, and need for adequate clothing. The most severe cases who are educationally and economically deprived will be provided with clothing.

FOOD SERVICE

Two hundred students in the school who come from low income families and who are educationally deprived will be selected to receive free lunches during the school term. This number will represent about 50% of the students needing a free lunch. In the selection, priority will be given those students with the greatest need.

HEALTH—DENTAL

A full-time registered nurse will screen the students to find those who are in need of dental care. A record will be made of this number. Within the limit of the budget educationally deprived children who need dental care will be referred for treatment. Priority will be given to the most severe cases. About 50% of the students needing treatment will receive some.

HEALTH—MEDICAL

At the beginning of the school term a registered nurse will screen the students to detect possible physical defects. When this has been done emphasis will be placed upon the most serious defects discovered. Priority will be given the deprived children suffering from these defects. Within the limit of the budget as many of these as possible will be referred for correctional treatment. About 50% of the students needing these services will receive treatment.

SCHOOL SOCIAL WORK

The need for an improved relationship between the home and the school cannot be overemphasized. The social worker will visit the homes of the children in the attendance area, and will make every effort to create a better home-school relationship. Efforts will be made to awaken in parents a desire to participate in community functions and a desire to contribute in the form of community services something that will improve the society in which they live.

Title
A Special Reading Program Designed to Alleviate Problems of Disadvantaged Youth

Project Budget
$178,791

Children in Project and Grade Levels
1,395 1-12 and ungraded

ESEA Staff
35 (plus 10 unpaid volunteers)

CULTURAL ENRICHMENT

The majority of the economically deprived children in Washington County are also culturally deprived. They have not been adequately exposed to music, the performing arts or the creative arts. The school should provide an opportunity for the children to incorporate these into an effective total educational program by providing experience that will promote cultural growth.

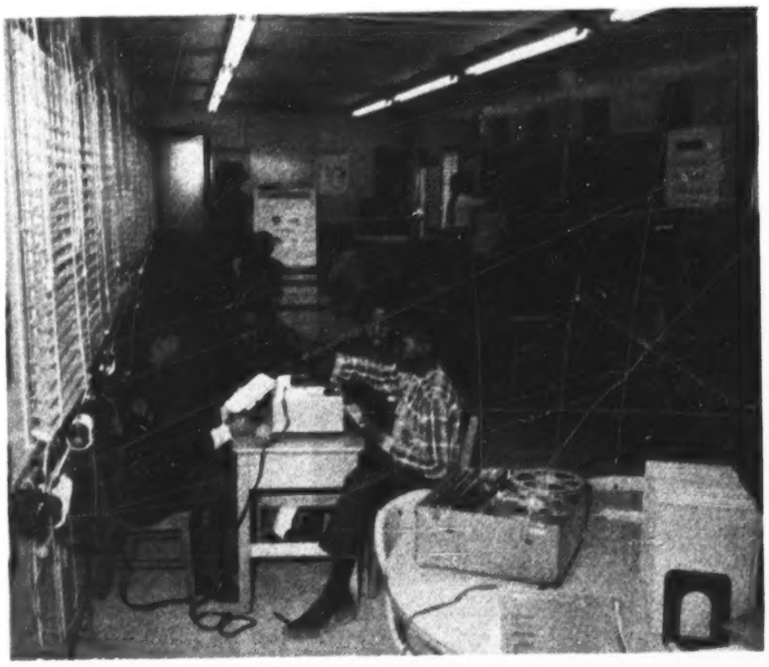
Approximately 1,400 children need this service through field trips to theaters, museums, and musical performances. But only 500 of the most deprived will receive this service under the present grant.

ENGLISH—READING

There are six special reading teachers assigned to the three project area schools. Each will be located in a mobile unit very close to the school.

Each of these reading teachers is a fully certified, class A or graduate, elementary teacher with several years experience.

Each special reading group, consisting of about 15 students of comparable reading ability, will be divided into two or three groups upon appearing for special reading instruction. The Perceptamatic, a type of controlled reader machine, will be used at least twice a week with its own reading instruction materials for the purpose of developing good word attack skills. This machine is excellent for small group work. The Language Master, which has accompanying card sets of Everyday Nouns, Practical Vocabulary, Stress and Intonations, etc., will be used both for small group work and individual pupil work by the teacher. Pupils can listen to their own pronunciation of the word card as they read the word spelled out on the card, after hearing the word already recorded on the tape. Teachers will assist individual pupils; although pupils who become able, can work alone.



Programmed materials from Scott-Foresman and Ginn Basic Card Sets will also be used for individual and small group word drill.

Excellent reading and phonic transparencies will be used with the overhead projector when the teacher decides that a particular transparency can help solve the class problem at hand.

Other materials and equipment, along with basal readers and supplementary readers, will be used at the discretion of the teachers as the program develops and evolves throughout the school year.

The use of teacher aides will be a part of the reading program. Aides will be mainly used in areas of the highest concentration of deprived children. This will enable the teachers to plan their work more effectively and free them from the many non-teaching duties expected of teachers today. This will allow more time for small group instruction by providing additional instructional time while the aide is helping with supervised study, playground activities, and special library training on the use of library resources.

It is expected that this special reading program for approximately 450 children for 45 minutes every school day will prove to be quite constructive in attacking the worst reading problems for the lowest achieving pupils. Because of the adequate time allotment and small reading groups, the opportunity for growth and progress is readily apparent. The potential success of this program is very good, but it is to be expected that pupils coming from the worst of home conditions can improve in reading skills only gradually.

Information received from the various means of evaluation will be disseminated among the reading teachers themselves for their benefit; and among all classroom teachers for follow-through purposes. This will be especially important for homeroom teachers who have pupils in the special reading program.

OTHER—INSERVICE TRAINING

Inservice training will be provided for the Title I staff, teachers of the educationally deprived, the aides, and volunteers who are engaged in activities designed to improve the services of the project. Training will be provided to help teachers understand the special needs of the deprived children and the community and homes from which they come, and to coordinate programs where professional staff and educational aides will be working together in the Title I program.

ATTENDANCE COUNSELING

There is one attendance counselor for the three project area schools. He is a well-qualified person who was a successful elementary school teacher in one of the project area schools. He has worked with Boy Scouts and taught in the driver training program. It is felt by school personnel that he is particularly fitted for attendance counseling.

The counselor intends to increase the effectiveness of this phase of the program by working closely with the principals, teachers and parents. He hopes to stimulate attendance through counseling and home visits; but, if necessary, through the courts.

It has been found, while checking students for nonattendance, that 100% of those absent from school come from broken homes. They are living with their mother, larger sister, or grandparents. They have little, if any, home supervision. The economic standards are very low, with income averaging around $100 per month. The parent's or guardian's educational background is very low. The homes of these children are overcrowded and inadequate—in size as well as structure. Many times children are sleeping in shifts on the beds and floor. Few have sheets or spreads.

There are a number of children 16 and 17 years old who have stopped school and are without jobs. These people are not covered under the compulsory attendance law but should and will receive a great deal of counseling.

CLOTHING SERVICE

The children needing this service are our chronic absentees. Some have been taken care of, but there are around 15 or 20 children in the county who need (or will need, depending upon the weather) the proper clothing so they can complete this school year and not continue to be chronic absentees.

There are many attending school wearing clothes that are really not adequate. Those who have received this service to some degree, are attending school daily. Our clothing service can play a greater part in reducing our daily absences in our school.

FOOD SERVICE

Food will be provided free, or at a reduced cost, for the children of low income families so they may have good wholesome lunches. A hungry child is unable to do his best in school.

Fifty percent of the students in the project schools need the free food service but only 38% will receive free or reduced lunches under our present budget.

GUIDANCE COUNSELOR

One guidance counselor will be used in the project high school. She has had previous experience in this field on a part-time basis and is well qualified for this service.

A guidance handbook is being written with objectives, the roles of committee and faculty members, and a review of the entire guidance program included. A guidance handbook for pupils is also being prepared.

A Chronicle Guidance Kit and other guidance materials are owned by the school.

Tests to be given during the year are as follows:

- **California Achievement Test—pre-testing in all grades and post-testing**
- **P.S.A.T.**
- **S.A.T.**
- **N.E.D.T.**
- **A.C.T.**
- **N.M.S.Q.T.**
- **Betty Crocker**
- **Kuder Preference Tests**

Special instruction, related to guidance for pupils, will come under monthly headings:

September	**"Back to School Orientation"**
October	**"The Improvement of Learning"**
November	**"Getting Along in the Teen-Age World"**
December	**"Growing Up Socially"**
January	**"Measuring School Success"**
February	**"High School Subjects and Your Future"**
March	**"Surveying the Occupation Field"**
April	**"Planning Your Career"**
May	**"How to Get the Job"**

Approximately 60% of the students in the project school will need this service and 40% will participate in this program.

HEALTH—DENTAL and HEALTH MEDICAL SERVICES

There is a great need for medical care for the children under this program because a number of them remain out of school constantly because of sickness. Dental health service, services for the visually handicapped and other services connected with the educationally deprived students will be offered under the health program.

The school nurse will screen approximately 1,700 children for dental defects, and the students eligible under our project will have a choice of dentists for corrective work. Around 65% of the students will need this service but only 35% will receive dental service under our present budget.

The third grade students in all the project schools will have a dental promotion period to stress dental care. Posters on *Visit Your Dentist, Tooth Brushing, How Teeth Grow* and other audiovisual material will be used. Each child will receive a free dental kit, consisting of tooth paste and brush and a coloring book. A class tooth brushing record will be kept for two weeks. This will make dental health more interesting and memorable and the record will be noted to show any improvement in dental care.

Using the Snellen Vision Chart the classroom teacher will check the eyes of all the students. Any student having poor vision will be referred to the school nurse. Students in grades three, six, eight, and ten and those referred by the teachers, will be tested by the school nurse using the Titmus eye machine. Students with defects will then be referred to the doctor of their choice for examinations and corrections. Approximately 1,000 students will be tested by the nurse with the Titmus machine and an estimated 400 students will need an eye examination. Less than 300 can receive an examination under our present budget.

OTHER—CURRICULUM MATERIALS CENTER

It is expected that the total instructional program will be better than it was previously, due to greater quantities of teaching equipment and materials. Equipment and materials are giving teachers a flexibility often yearned for but never achieved. Teachers will not be tied to any single material for introducing and developing a subject; they will not be bound by stereotyped methods. Each problem can have a fresh approach in both organization and content.

The curriculum materials center in Washington County under the ESEA project, Title I, is serving three schools: Fourth Street Elementary, Washington County Union, and Creswell Elementary.

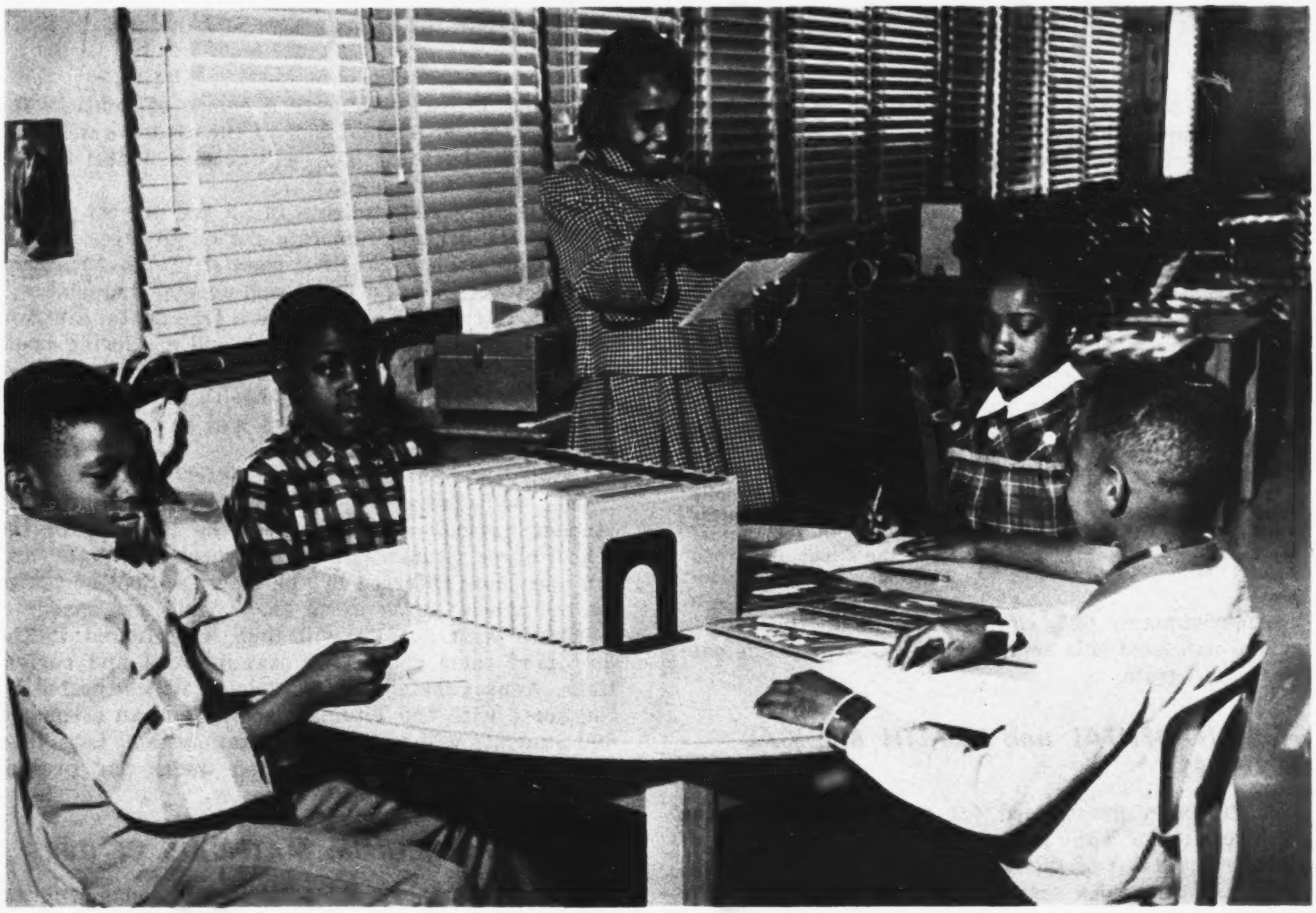
Teachers will become familiar with the operation and use of teaching equipment and materials through workshops conducted by representatives of the companies from which the equipment was purchased. These workshops will be followed up by the director of the curriculum materials center. Teachers will be given a rating on their effective use of equipment and materials.

Each school will have a booklet listing all teaching equipment and materials and their locations. These booklets are used for teacher reference while making lesson plans.

One hundred and sixty-four 16mm films are stored in the curriculum materials center. Request forms will be given to all teachers, and there will be regular delivery and pick-up service at each school every week. Using the list of films in the booklet, teachers will request films and they will be delivered by the director of the curriculum materials center. A van-truck has been provided for use in delivering films, exchanging filmstrips among the three project schools, and picking up equipment for repair.

After films have been used, they will be inspected. If splicing is needed, the films are spliced by the director of the curriculum materials center. This process will be carried out after each film has been returned. Teachers are expected to know:

- **Who is responsible for teaching equipment and materials in the school**
- **Where the equipment and materials are located**
- **How to secure them for use in their classrooms**
- **That teaching materials must be correlated with the curriculum for effective use**
- **That each teacher must prepare for the use of materials**
- **That the class must have some preparation before use of materials**



TITLE I PROJECTS APPROVED FOR 1967-68

SECOND EDUCATIONAL DISTRICT

BRUNSWICK COUNTY BOARD OF EDUCATION
CARTERET COUNTY BOARD OF EDUCATION
CRAVEN COUNTY BOARD OF EDUCATION
NEW BERN CITY BOARD OF EDUCATION
DUPLIN COUNTY BOARD OF EDUCATION
GREENE COUNTY BOARD OF EDUCATION
JONES COUNTY BOARD OF EDUCATION
LENOIR COUNTY BOARD OF EDUCATION
KINSTON GRADED SCHOOLS
NEW HANOVER COUNTY BOARD OF EDUCATION
ONSLOW COUNTY BOARD OF EDUCATION
PAMLICO COUNTY BOARD OF EDUCATION
PENDER COUNTY BOARD OF EDUCATION
SAMPSON COUNTY BOARD OF EDUCATION
CLINTON CITY BOARD OF EDUCATION
WAYNE COUNTY BOARD OF EDUCATION
GOLDSBORO CITY BOARD OF EDUCATION

Title
Improvement of Communicative Skills

Project Budget
$307,306

Children in Project and Grade Levels
2,380 1-12

ESEA Staff
84 (plus 5 whose salaries are not paid by Title I funds)

ENGLISH—READING

We plan to continue a reading program for low achievers this project year and will again incorporate special reading classes in our elementary grades. We will use the regular classroom teacher to teach these classes during the regular school day. By using teacher aides and team teaching, we feel we can fit these classes into the daily schedule.

This type of reading class is essential if we are to bring those children who are below their reading level and grade level closer to their grade level in reading.

More basal texts have been provided as well as workbooks, recordings, and filmstrips for use with the basal text.

A reading coordinator will supervise the establishment of these classes and, throughout the school year, will supervise instructional methods used in the qualifying schools. This supervisor will make available and suggest materials to be used in these reading classes.

In grades 9-12, materials and services will be made available to the teachers in order for them to provide high school students with reading matter more suited to their achievement level and to work better with individual students in the improvement of reading. This will be especially true in high school English classes and related subjects. Reading kits will be available for use by individual students.

By using these personnel and materials, it is felt that we may better accomplish improvement of the communicative skills.

OTHER—TEACHER AIDES and OTHER SUBPROFESSIONAL HELP

We have found during our participation in Title I of ESEA that the use of teacher and library aides has been most successful in improving the communicative skills. Therefore, we plan to employ 68 teacher aides and 6 library aides again for the project year 1967-68.

These aides have permitted teachers to give their entire day to teaching by taking over the clerical and other non-teaching assignments. These aides will be responsible for keeping attendance records, preparation of teaching materials, taking up and counting of lunch money, distribution of materials, playground

supervision, etc. With these duties in the hands of aides, the teachers will have time for special remedial reading groups and individual instruction which has not been possible in the past.

The teacher aides have received workshop training in classroom procedure, administrative procedure, and supervision procedures through the Cape Fear Technical Institute of Wilmington. They also have been trained in the use of audiovisual equipment and materials and have had 40 hours of typing instruction. We have just completed a new retraining course of 36 hours for all aides who will be employed for the project year 1967-68.

The library aides have also received workshop training in library science and typing provided by the same source as stated above.

Only two schools in Brunswick County have personnel certified in library science, so regular teachers have had to supervise school libraries and teach. This gave them little time in the libraries themselves. Aides have proved to be invaluable in providing additional library services and relieving classroom teachers of library duty. This has enabled the teachers to put more time on instruction. In addition to relieving the teacher-librarians of various duties, library aides are necessary in order to have someone on duty in the libraries at all times during the school day and in order to keep accurate records on circulation and distribution of the many additional books, audiovisual equipment and materials placed in the libraries through ESEA.

A certified librarian will be employed through ESEA to supervise the six library aides. She will divide her services among the six qualifying schools and thus increase services now offered by the library. This will, in itself, offer trained supervisory services to the library heretofore unavailable and will relieve the teacher-librarian of many supervisory responsibilities.

We feel that with these added personnel our library services have greatly improved, that teaching has improved, and that a more concentrated effort has been placed in both the library and the classroom.

FOOD SERVICE

In order for students to learn, it is necessary for them to have adequate nutrition and healthy bodies. Some of our students never get a hot meal during the day. We plan to offer free lunches to the economically deprived in order to improve their nutrition as much as possible. We feel this service will help them realize the importance of a healthy body.

Principals and lunchroom managers will keep records of those participating and the school will be reimbursed at their per plate charge for lunches.

HEALTH—DENTAL and HEALTH—MEDICAL

We have, during the past 12 months, seen much improvement in the educationally and economically deprived children of Brunswick County after their dental defects were corrected. We feel it is essential to continue this service so that these children may continue to improve not only in health standards and practice, but also in reading, academic achievement, and the upgrading of their self-image.

All dentists of Brunswick County have cooperated in our program and reports from them have been quite favorable.

It is essential that medical health services be continued this project year in order to realize the effectiveness of good health, balanced meals, and physical corrections upon the improvement of reading and academic achievement.

These services will be under the direction of two registered nurses, who will work with the public health department and under the supervision of a licensed physician. The nurses provide services to the six qualifying schools on a regularly scheduled basis. These services include health appraisal of all pupils, inspection and health examinations, diagnosis, and arranging for correction of remedial defects. They will also work with children who have defects which cannot be corrected, trying to help them gain self-confidence so they can live with their defects more effectively. When necessary they will make home visits

to consult with parents regarding their child and the available health resources. They will provide individual health guidance and attempt to establish a program of health guidance in each school.

Provisions for eye correction, hearing correction, and general referral service will be made.

All doctors of Brunswick County have cooperated in our program this past year and we feel from reports received that these services have been a tremendous help in our reading program thus far.

LIBRARY SERVICE

Because of the acquisition of many new library books, AV equipment, and other instructional materials, and because of the employment of six library aides, we plan to employ a certified librarian to supervise this part of our program. This is essential because we have only two schools which have certified personnel.

The librarian will be responsible for helping select new books and materials, supervising circulation procedures, processing books, keeping records, and suggesting ways in which our libraries may add strength to individual school curriculums.

The librarian will give instructional workshops as needed. This should make the library services more efficient. The librarian will also relieve the various teacher-librarians of many duties, giving the teacher-librarian more time for teaching.

We also plan to employ one full-time certified librarian in our largest school (Shallotte) where this service is tremendously needed. This school has an enrollment in excess of 1,300 and does not have a certified librarian on the staff. We anticipate adding similar personnel in the future, if federal funds increase and allow us to do so.

OTHER—CURRICULUM MATERIALS CENTER

A curriculum materials center was established for our reading program through the 1966 ESEA project in Brunswick County. This center will continue to operate for this year's program and will serve as a source of instructional films, supplies, materials, equipment. The center now has approximately 420 16mm films in language arts, guidance, and humanities.

BRUNSWICK COUNTY SCHOOLS
MOBILE
FILM LIBRARY

The center is supervised by a qualified audiovisual director and has one audiovisual technician who is responsible for maintenance of equipment and dissemination of materials. The director will carry out a program of training teachers and teacher aides in the use of audiovisual equipment and materials.

This center has the facilities and equipment for previewing films, and making transparencies and other teaching materials. It has provided a much needed source of instructional materials heretofore unavailable. Films are delivered by truck to the qualifying schools on a scheduled basis. A handbook of films, materials, and services available has been printed and placed in the hands of all principals, teachers, and other staff members.

OTHER—INSERVICE TRAINING FOR STAFF PERSONNEL

Several workshops are planned for staff personnel this project year. We hope to improve our over-all program through these training sessions and make our instruction more efficient and effective.

Our reading coordinator will set up reading workshops in each qualifying school. She will attempt to show teachers—especially new teachers—how best to use our new books and materials, how to group students for reading classes, and how to help the student get the most from the classes and from the materials he uses.

The instructional materials center director has set up workshops for teachers and teacher aides in the use of audiovisual equipment and materials. These training classes are set up in individual schools in order that he may work with small groups. He demonstrates how to set up and use equipment and materials; how to make slides and transparencies; and how to use these effectively in instruction.

The librarian will hold several training sessions for the teacher-librarians and library aides. Although the library aides have had a workshop through the Cape Fear Technical Institute, we feel these sessions are necessary to cover more fully the responsibilities of the aides and the function of the libraries in an instructional program.

Title
Operation Opportunity

Project Budget
$122,666

Children in Project and Grade Levels
1,524 1-12

ESEA Staff
25 (plus 2.5 whose salaries are not paid by Title I funds)

ENGLISH—READING

Two reading teachers, one audiovisual coordinator and ten teacher aides will be employed to conduct this program. The two reading teachers will work at West Carteret High School and East Carteret High School. One teacher aide will be assigned to each of the qualifying schools. The audiovisual coordinator will work with the teachers in all of the qualifying schools.

The reading teachers in East and West Carteret High Schools will work on a priority basis with the most severe reading problems. The ten teacher aides will help to relieve some of the clerical work assigned to teachers such as typing and duplicating tests, helping with the use of audiovisual aides, etc. The audiovisual coordinator will locate and evaluate the use of our present audiovisual equipment. Teachers will be taught the proper use of audiovisual equipment through workshops on the local school level and the audiovisual coordinator will conduct teaching demonstration classes. The audiovisual coordinator will follow-up with supervision and observation in the classrooms. Teachers will be given instruction in the proper use of controlled readers, 16 mm projectors, filmstrip projectors, overhead projectors, tape recorders, record players and production equipment.

The remedial reading teachers will be supplied with prepared stencils in phonics and reading. They will also use all audiovisual equipment available and the SRA Labs and materials.

Within the elementary schools we propose to use My Do and Learn Workbooks (Ginn Series basal texts workbooks) and the SRA Labs and workbooks. The above named materials will be used according to the teacher guide books.

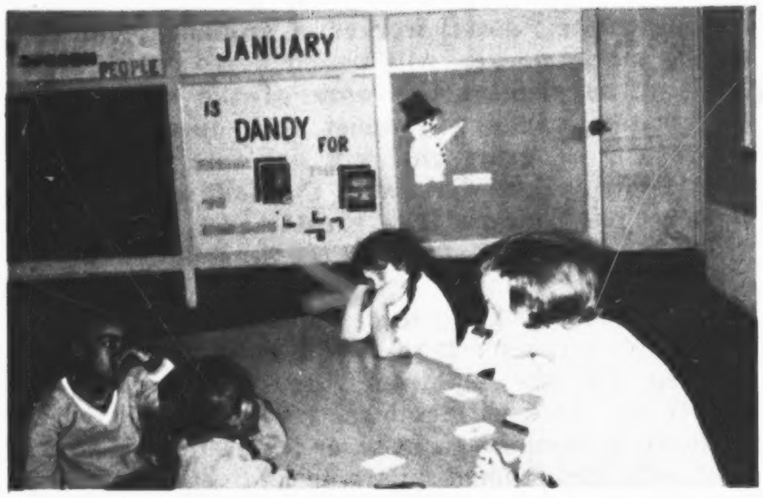
The non-public school in Carteret County has been contacted, but has not indicated an interest to participate in the program. The qualifying students have participated in the Title I program by attendance in summer school, and these services will be available in the 1967-68 summer school. They have used the film library and this again is available to them on a loan basis. Health Services and audiovisual services will be available to them if this will meet the needs of their children.

HEALTH—DENTAL and HEALTH—MEDICAL

Three registered nurses will be employed for the qualifying schools. Supplies, band aids, first aid cream, adhesive tape, sterile pads, etc., will be purchased for use by the nurses. They will screen for dental and health defects, give minor first aid, and give instruction in acceptable dental and health habits. No internal medicine will be given by the nurses. The problems located in the screening will be referred to the parents. If they cannot afford to have the deficiencies corrected, the nurses will work with the Public Health Department and Welfare Department in trying to correct the deficiencies. Some money is available in the budget for ESEA to do work in these areas. Very close cooperation is planned between the Health Department, Welfare Department and ESEA, Title I, for helping qualifying needy children.

LIBRARY SERVICE

Two librarians and four library aides will be employed to work in the qualifying schools. One librarian will work in the Morehead Central and Queen Street Schools. The other librarian will work in the Atlantic, Smyrna and Harkara Island Schools. The librarians will work with the teachers in the schools providing guidance in library procedure, purchases, and organization. They will evaluate the existing library services as to how they are meeting the needs of the educationally deprived children in the schools and make recommendations as to how to overcome these deficiencies. They will give instruction to the students on the proper use of the library and the importance of the library to their education. They will also help organize the libraries so they will better meet the needs of the children. Four library aides will be employed for four of the qualifying schools. The library aides will relieve the school librarian of much of the clerical work so the librarian will have more time for individual help for educationally deprived students. The librarians will be able to keep closer check with student's choice of books as to reading level, content and interest.



SPEECH THERAPY

A child cannot attain the maximum of his capabilities unless he can express himself adequately and with ease in all speaking situations. The high incidence of speech defects among school children emphasizes this as a major problem.

A speech therapist will be employed to work with speech-handicapped children who qualify for this service in approved schools. During the academic year the speech therapist will visit twice a week the schools where a therapist's services are needed.

Equipment used in the speech program will include an audiometer, tape recorder, record player, and filmstrip machine. These will be drawn from an existing supply. Materials such as films, speech cards, books, puppets, etc. will be purchased as needed.

CRAVEN COUNTY BOARD OF EDUCATION

Project No. 68-0111

Title

Comprehensive Program in Language Arts for Deprived Children

Project Budget

$322,920

Children in Project and Grade Levels

2,256 1-12

ESEA Staff

71 (plus 124 whose salaries are not paid by Title I funds)

ENGLISH—READING

Forty-eight teacher aides, with a minimum of one year of college training, will be employed to work with the teachers of elementary school children who have scored one year or more below grade level on a standard achievement test. These aides will work under the supervision of the teacher and engage in activities which will free the teacher to work more intensively with such children. The aides can assist the teachers in one or many of the following ways:

- **Reading and telling stories**
- **Drilling children individually and/or in small groups on material taught by the teacher**
- **Assisting during library period**
- **Assisting with programmed learning**
- **Administering first aid**
- **Arranging parent conferences**
- **Aiding with audiovisual equipment**
- **Checking attendance**
- **Collecting lunch money**
- **Checking objective type papers**
- **Assisting in supervision of lunchroom and playground**
- **Assisting with loading the buses**
- **Doing clerical work**

Three supervisors will be assigned to work with the teachers of the project children, helping to identify problems in instruction and classroom management. These supervisors will help plan workshops and other inservice training programs and will assist the teacher in selection and use of materials.

In each of the four high schools of the county, reading teachers will be used to give instruction to those students who are unable to succeed in high school work because of reading deficiencies. These teachers will use a variety of materials, previously purchased, which lend themselves to different approaches to reading. The materials include Science Research Association Kits, high interest-low grade level books, and some programmed materials. Instruction will be given in small groups.

ENGLISH—SPEECH

As the children from economically deprived areas have formed poor speech habits, and in many cases are not able to express themselves verbally, activities to correct these deficiencies are planned. Through drill in correct enunciation some remediation will be attempted. This includes group work and individual practice. Use will be made of record players and tape recorders. The children will have opportunities for talking to small and large groups in their classroom work. As much as is possible the two speech therapists in the county will work individually with those children who need this special treatment.

ATTENDANCE SERVICE

The social worker employed under the ESEA, Title I project will spend a considerable amount of his time checking into causes for poor attendance at school. After having determined the cause by visiting the homes and talking with the parents and children he will try to alleviate the causes. In this activity he will be assisted by the Craven County Welfare Department, the ESEA health staff, the Craven County Health Department, the psychiatric social worker, the Community Action Agency, and the Junior Woman's Club Clothing Closet.

HEALTH—DENTAL and HEALTH—VISUAL, AURAL

The ESEA doctors and nurses will examine children and refer those eligible for free dental services to the Craven County Health Department which, in conjunction with the Coastal Operation, Inc., owns and operates a mobile dental clinic for children in the primary grades. Some of the ESEA health fund will also be used to pay for work done by local dentists on children who are absent from school because of abscesses or chronic toothache. The social worker will investigate the financial resources of the family to determine a child's eligibility for ESEA funds and will arrange for payment for the child's dental work from ESEA health funds or other available sources.

The ESEA nurses and health aides, under the direction of the Title I doctor, will make vision and hearing tests using modern equipment. Some funds will be available for correction of the visual and auditory handicaps of children who come from homes financially unable to pay for corrective services. The use of funds will necessarily be limited to those cases where the handicap is believed by the doctor to limit the achievement of the child in the language arts program. Funds for glasses are used only to supplement those of the Lions Club which has the buying of glasses as one of its civic programs.

PSYCHOLOGICAL SERVICE

A psychiatric social worker, a guidance counselor, and a social worker will be employed with ESEA funds to supplement the work of the schools. The guidance counselor will assist the supervisors with the testing program and will use interpretation of test results in her work with the children. This will be her chief concern. The greater part of her time will be spent in individual conferences with the children, and she will be quite concerned with their emotional health and attitudes toward school. She will consult with the teachers and sometimes hold group sessions for the children. The psychiatric social worker will work with children referred to her by the guidance counselor, teachers, and principals. She will meet with the student's parents and teachers to discuss his difficulties and possible solutions of them. She will hold individual conferences with the teachers and students. She will plan and conduct group meetings for parents, students and teachers. She will draw upon resource agencies such as the Coastal Plain Mental Health Center and Developmental Evaluation Center at East Carolina University, Greenville, N. C. The social worker will work with the parents; he will visit in the homes and counsel the parents when advisable.

Title
Language Arts Mastery Program

Project Budget
$204,921

Children in Project and Grade Levels

1,396	1-12

ESEA Staff
38 (plus 91 whose salaries are not paid by Title I funds)

ENGLISH—READING

This project has been designed to help educationally deprived children overcome their deficiencies in the English language arts. Supplementary services related to health, welfare, and special education problems have been developed to support the basic language arts program.

One supervisor will work directly with participating teachers in project schools—observing teaching techniques, giving demonstrations, serving as a resource person, assisting with the interpretation of test results in the overall evaluation program, and assisting with the organization and execution of inservice training workshops.

Eleven additional elementary teachers will be assigned to participating elementary schools for the purpose of assisting or supplementing regular State allotted teachers with the English language arts phase of the curriculum. They will work intensively with large groups, small groups, and individuals. Because there are too few teaching positions, some team teaching units will be organized at West Street Elementary School.

Three additional English teachers will be assigned to the two high schools functioning within the New Bern City Administrative Unit. They will instruct pupils who have a history of acute English language arts problems. In addition to remedial work in the several areas of language arts skills, there will be an attempt made to teach speed reading to those who have the ability but who are not reading at their grade level.

Nine teacher aides will serve the project schools by performing non-professional and routine clerical duties which consume a significant portion of the teacher's time during the school day. The duties of the teacher aides will include checking pupils' work; recording data in pupils' daily and cumulative records; collecting money; securing equipment, supplies, and materials for teachers; operating duplicating and audiovisual equipment; supervising the lunchroom; and assisting with physical education, field trips, art, music, lighting, ventilation, and furniture arrangement.

One janitor will perform all custodial duties relative to ten trailers purchased with ESEA, Title I funds during the 1965-66 and 1966-67 school years.

Special Methods of Instruction

1. *Individual Instruction*—A portion of each day will be scheduled for several teachers at the elementary level to give instructions on an individual basis.
2. *Small Group Instruction*—Students at both the elementary and secondary level will attend small classes designed to assist students who are experiencing language arts difficulty.
3. *Team Teaching*—Several teachers will function in a team teaching situation at two target schools. The procedures and techniques used will be patterned after those employed in the CSIP program.
4. *Programmed Instruction*—Some students will be furnished with programmed materials and placed under the supervision and direction of ESEA teachers.
5. *Speech Correction*—Special instructions will be given to pupils who have speech defects. Since emotional as well as educational problems sometimes develop as a result of being unable to communicate properly, special emphasis will be placed upon this area of instruction.
6. *Lecture*—Although it will be impossible to eliminate entirely the lecture method of teaching, every effort will be made to minimize its use.

ATTENDANCE and SCHOOL SOCIAL WORK

Two social workers will attempt to stimulate greater interest and appreciation for education among the parents of educationally deprived children; encourage and counsel parents of children with poor attendance records; coordinate their activities with those of the school health nurse; serve as chief liaison persons between the home, welfare department, and the school; and keep case records on home visitations and pupils to be used for future evaluation of the program.

CLOTHING SERVICE

Approximately $1,500 will be used to purchase clothing items such as coats, sweaters, dresses, shirts, trousers, shoes, socks, and underclothing. These funds will be utilized only after all other public and private sources have been exhausted.

FOOD SERVICE

It is expected that children receiving free lunches will become more alert and aware of what is going on about them within the classroom; that they will show a significant weight increase by the end of the ninth school month; and that they will have fewer illnesses, such as colds.

HEALTH—DENTAL, HEALTH—MEDICAL, and SPEECH THERAPY

The following staff members will be directly involved in these project activities:

School Nurse—One school nurse will assist in meeting the exigencies of an adequate health program by screening pupils and keeping records; making appointments for examinations with the health department and private physicians and dentists; administering first aid and caring for sick children while they are in school; holding conferences with parents concerning the general and specific health problems related to their children; recommending the expenditure of budgeted medical and health funds after all other sources of existing public funds have been exhausted; and serving as the chief liaison person between the local health department, other members of the medical profession, and the school.

Teachers—Teachers will screen pupils and refer cases to the school nurse.

Social Workers—The school social workers will investigate the socio-economic conditions of children referred by teachers to the school nurse for the purpose of determining the degree of help needed from ESEA Title I funds. They will work cooperatively with the local health and welfare departments.

Speech Therapist—The speech therapist will function in the project schools screening pupils for possible speech defects; instructing pupils who have speech defects which can be corrected within the framework of the therapist's knowledge; referring severe cases to the local health department and private physicians for their consideration; and, keeping case records on each pupil for the purpose of future evaluation.

LIBRARY SERVICE

The following staff members will be involved in this project activity:

Librarians—The librarians serving the project schools, in cooperation with teachers and other personnel involved in the program, will be responsible for selecting appropriate classroom library and reference books; processing and circulating books and other library materials; teaching library skills at the appropriate grade levels; performing reading guidance services; and performing all other library skills and duties required of a certified librarian.

Library Clerks—Five library clerks will be assigned to the several participating project schools to assist the librarian in the preparation and circulation of library materials; in the performance of clerical duties necessary to the operation of an efficiently functioning library; in maintaining an up-to-date inventory of library books and other library materials; and in the preparation of all periodic and annual reports.

Materials Specialist—The materials specialist will work with the librarians and the teachers in the evaluation and selection of suitable materials for the classroom library collection. He will also assist the librarians with the proper identification and distribution for use of the various library materials purchased with ESEA, Title I funds.

DUPLIN COUNTY BOARD OF EDUCATION

Project No. 68-0011

Title

Take a Giant Step Forward

Project Budget

$800,260

Children in Project and Grade Levels

4,170 K-12 and ungraded

ESEA Staff

129 (plus 57 unpaid volunteers)

ENGLISH—READING

This is a continuation of the program that began on January 21, 1966. The program will be stronger this year because 30 teachers have had inservice training in developmental and remedial programs for educationally deprived children, grades 1-12. Emphasis will be on basic skills in reading and language arts.

Type and Number of Staff Members

2 Reading coordinators
3 Instructional supervisors
31 ESEA teachers for small group and individual instruction (included in this program will be the State allotted teachers in grades 1-8)
1 Part-time psychologist
1 Audiovisual technician
1 Audiovisual aide

Equipment, Supplies, and Materials

Audiovisual equipment will be used. Supplies and materials for the developmental and remedial reading program will be purchased. Among these will be Spectrum of Skills, Learning Through Seeing, SRA and others.

MATHEMATICS

This program continues the mathematics-supporting program for the children in the eligible schools. The regular teachers will schedule special help for the children.

Type and Number of Staff Members

3 Instructional supervisors
24 ESEA teachers and State allotted teachers grades 1-8
1 Audiovisual coordinator
1 Audiovisual aide

Equipment, Supplies, and Materials

Audiovisual equipment will be used with mathematics filmstrips, transparencies, etc. Funds will be used to purchase materials and supplies to stimulate interest and learning by the children who need help in improving computative skills.

OTHER—KINDERGARTEN

Activities will be provided to:

- Improve the child's mental processes
- Improve the child's health
- Improve the child's emotional and social development

Type and Number of Staff Members

3 Instructional supervisors
33 Teachers
33 Aides
1 Audiovisual coordinator
1 Audiovisual aide
1 Part-time psychologist

Special materials will be used to develop verbal and visual concepts and communication skills. The children will be given many opportunities to express their ideas in small groups and to the entire group of children.

During the Work-Play Period, the children will play in small groups in the centers set up in the classroom such as the household corner, kitchen and dining center, playing with blocks, paintings, finger painting, supermarket, puppet theater, playing with large riding wooden trucks and tractors, playing with the small wooden transportation fleet, and playing in the rocky boat. These will provide opportunities for social living and communication in small groups.

Units of work will be taught through play with Guidance Town, Guidance Highway, Guidance Railroad, Community Helpers (large standup figures) and a big Performing Circus.

Many books, films, filmstrips, and records will be used to help develop communication skills through re-telling the story, looking at and talking about books, discussing the film or film strip, dramatic play, and dramatizing poems and nursery rhymes. Flannel boards and story coutouts will be used to help children visualize the characters and background of the story as they retell the story in sequence. Simple puppets will be used to give variety to story telling.

"Sounds and Patterns of Language" will be used to teach children in small groups. This will help children

visualize characters and background and will give them objects to manipulate which will tend to minimize their self-consciousness when telling a story or reciting nursery rhymes.

During the last three months of the school year, "We Read Pictures," a Kindergarten Reading Readiness Book, will be taught. This book will be used for a short period each day with children who show a readiness for this type of material.

CLOTHING SERVICE

Students in need of clothing are referred to the school nurse. The need as indicated by the teacher's referral, the nurse's observation, and a home visit, will be met by obtaining the child's sizes and measurements and purchasing the items needed. This is done of course, with the parents' knowledge and consent.

FOOD SERVICE

Kindergarten

To provide for the kindergarten child's daily nutritional needs, lunches and snacks will be available for all children and breakfast for those who need it.

Grades 1-12

To provide for the elementary or secondary school child's daily nutritional needs, a Type "A" lunch will be served to all children. Breakfast and extra milk will be available to those who need it.

HEALTH—DENTAL

The school nurse screens the children for dental defects, provides the necessary forms for parents' approval and authorization of dental treatment, and assists in making appointments if necessary. If the child is educationally disadvantaged—but not economically—and screening shows dental care is needed, parents will be notified. Proper dental care is stressed during group and individual discussions and by the use of films, pamphlets, etc.

HEALTH—MEDICAL

After conferring with their parents, students who are in need of medical attention will be referred to their family physician who will provide the treatment and medication or prescription. Prescriptions are filled at the local drug store. Some medical cases may result in surgical cases.

LIBRARY SERVICE

Library services will be provided for the children in eligible schools where provision has not been made by the State.

Type and Number of Staff Members

1	Library supervisor
7	Librarians
4	Aides
1	Audiovisual technician
1	Audiovisual aide

TRANSPORTATION SERVICE

Transportation on the regular school busses will be provided for approximately 475 kindergarten children at a cost of about $15.00 per child. This amount will be paid to the State Board of Education.

GREENE COUNTY BOARD OF EDUCATION

Project No. 68-0085

Title

Improvement of Reading, Communicative and Computational Skills

Project Budget

$468,646

Children in Project and Grade Levels

3,116	1-12 and ungraded

ESEA Staff

95 (plus 120 whose salaries are not paid by Title I funds)

ART

This program will undertake to develop in children a greater appreciation for art and its relation to their environment and everyday life, creativity and inventiveness in the use of art materials, and increased proficiency in basic skills and techniques peculiar to art. Three teachers with special training in art will be employed. Each teacher will be assigned to two eligible schools to teach regularly scheduled art classes. The art teachers will assume leadership for teacher groups in the planning and teaching of art as an integral part of the curriculum. Recommending art supplies, study prints, filmstrips, and motion pictures for purchase and distribution, and supervision of their utilization within the assigned schools, will also be a responsibility of the special art teachers.

ENGLISH—READING

This program is designed to help educationally and culturally deprived children achieve more success in reading and communicative skills. Four reading teachers will work with small groups of deprived children who are underachieving, below grade level, or having difficulty in reading.

In order to compensate more effectively for the lack of social and cultural experiences possessed by the children, a co-basal reading program will be initiated. The Allyn-Bacon Reading Series will be used with the children who are most limited in reading ability and communicative skills. This series is written on an easier reading level and is designed to enrich and broaden the background experience of the children. The Ginn Reading Series which is designed for use with rural children will be used by those children whose educational deprivation is not as great.

In the co-basal reading program the children will be grouped and taught the basic skills of reading. Charts, filmstrips, recordings, motion pictures, and other types of instructional media will be used. In addition to the instruction provided by the remedial reading teacher, the children will receive forty minutes of reading instruction each day by the regular classroom teacher.

MATHEMATICS

This activity will provide a variety of experiences designed to develop functional understanding of the fundamental concepts of mathematics. Regular classroom teachers will carry on the program with assistance received from teacher aides. Children will be grouped according to ability as measured by scores on standarized tests and teacher observation and judgment. State adopted textbooks will be used.

Through the use of workbooks, supplies, materials, and equipment opportunity will be provided each child to have individual experience with concrete materials that will serve mathematical concepts. The nature of these experiences will change from the concrete to visual or symbolic, culminating in the abstract form. Each child will be allowed to move at a rate adapted to his own ability and interest.

MUSIC

This program of activity will involve the service of three public school music teachers during the regular school term. One teacher will provide instrumental instruction for the summer months. The project will provide activities to the children of the seven eligible schools and eligible children in the Snow Hill Elementary School. The program will have as its purposes: (1) the development of latent musical ability and interest of all participating pupils, (2) the imparting of rudimentary knowledge of musical rhythm, form, themes, and notation, and (3) the nurture of a greater appreciation of the contribution of music to a richer, fuller life for each individual.

Activities leading to the accomplishment of these purposes will include (1) public school music and instrumental classes taught by the music teachers on a weekly schedule, (2) the provision of rhythm band and pre-band instruments and method books for these instruments, (3) the acquisition of music supplies, textbooks, filmstrips, and motion pictures for use in music appreciation and music reading classes, and (4) budgetary provisions for the educationally deprived children to attend locally produced musicals.

PHYSICAL EDUCATION

This activity will necessitate the employment of one physical education teacher to be assigned 80 percent of his time, equally divided between two qualifying schools. The other 20 percent of the teacher's schedule will be used in coordinating existing programs in the other qualifying elementary schools. The program will include certain activities which will be required of all pupils within a particular grade. Other activities will be of supplementary nature and will be engaged in when time, facilities, and equipment will allow. Local and national physical fitness tests will be employed in the programs.

Modifications of normal activities will be offered for those individuals with physical handicaps which prevent safe and profitable participation in the normal program of activities. Instruction will involve lectures and demonstrations with a major emphasis on pupil participation. Funds will be provided for limited supplies.

OTHER—REDUCTION OF CLASS SIZE/ ADDITIONAL TEACHING STAFF

This activity is a continuation of an investigation begun two years ago to study what effect a significant reduction in class size has on the effectiveness of the total instructional program, with special emphasis placed on reading instruction in primary and elementary grades. Six additional teachers will be employed and assigned to Hookerton-Maury Elementary School. This action will reduce average class size from 25 to less than 15 pupils. Services of other ESEA specialized personnel will be scheduled. The same supervisory and consultant services will be available teachers in other project schools. Materials and equipment will also be made available to teachers of classes of reduced size in the same manner as to teachers with classes of normal enrollment. One other teacher will be employed and assigned to Walstonburg Elementary School to relieve the principal of teaching duty so that he may devote full time to the administration and supervision of the school program.

OTHER—TEACHER AIDES

This activity provides for the employment of 30 teacher aides. Twenty-eight aides will be assigned to the schools eligible to participate in the project. The remaining two will work directly with eligible children in the Snow Hill Elementary School. These aides will not possess professional training as teachers. However, they will be specialized in their area of performance. Prior to employment, they will be screened to insure that they possess the competency needed to assist teachers in the performance of specialized duties. Under the direction of the prin-

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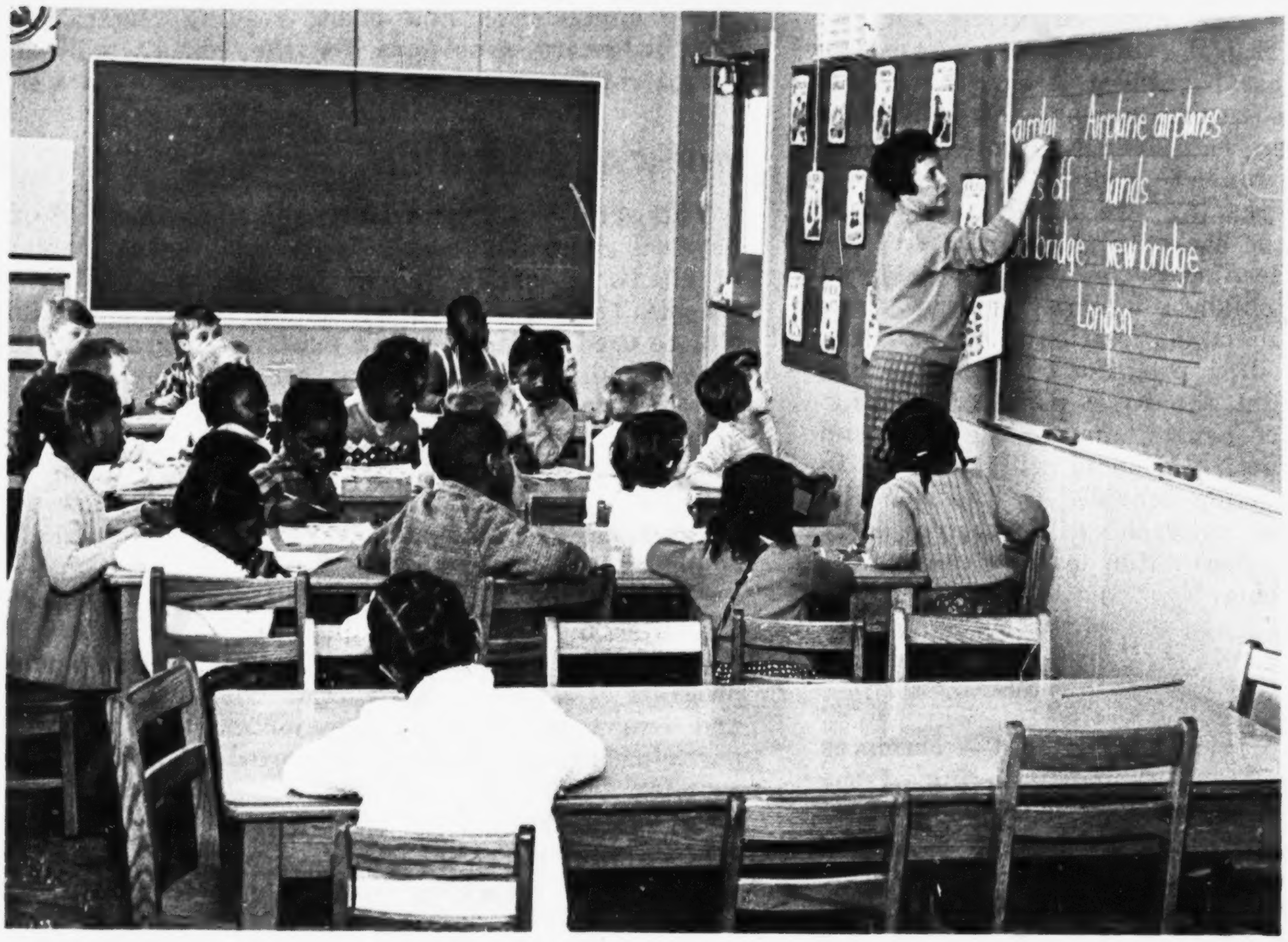


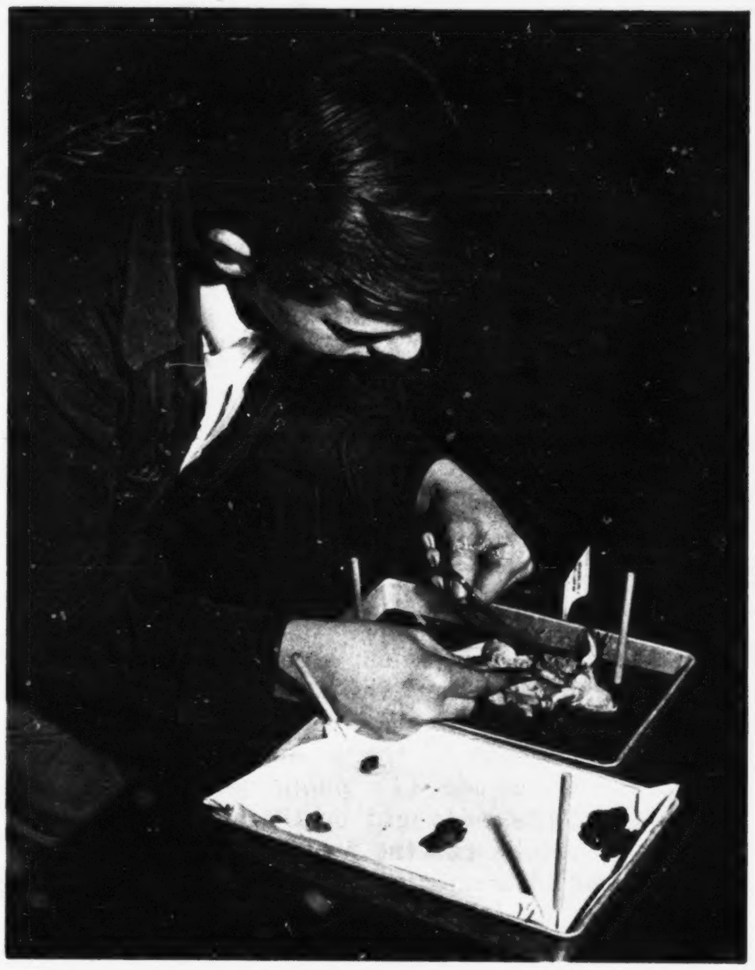
cipals, the aides will perform such duties as preparing and distributing instructional and audiovisual supplies and materials, caring for the physical aspects of the classroom, supervising the movement of children from one part of the school to another, assisting in the areas of health and first aid, counting lunch money and checking reports, typing and mimeographing teaching materials, assisting and supervising one group of children while the teacher works with another group.

OTHER—DROPOUT RECOVERY and PREVENTION

The participating children will be the dropouts and the underachievers with I. Q.'s between 75 and 90 who have experienced failure in conventional academic classes in English, mathematics, science, and social studies.

In this activity eight teachers will be employed and assigned to work with high school children at South Greene High School and Greene County Central High School. The children involved will be those who are dropouts and those who have experienced serious difficulty in the study of academic subjects during the 1966-67 school term.

At South Greene High School children failed 112 courses in English, mathematics, science, and social studies. This unsatisfactory academic experience, coupled with other causal factors, resulted in 51 children dropping out of school. In the same term at Greene County Central High School 222 failures in



academic subjects occurred. During the year 30 dropouts had occurred.

In the two schools it appears that there is a definite need to design a program to meet more effectively the individual needs of the 310 children who have experienced failure in conventional academic classes in English, mathematics, science, and social studies. To this number should be added places for dropouts who may want to return to school to participate in a program designed to meet their needs in a more challenging manner than the program from which they had dropped out.

Special class sections will be organized to provide for smaller groups with less range in ability. Teachers will present course content material on a level which will be more readily comprehended by the children. Guidance counselors, working under the supervision of an educational testing consultant and in conjunction with other members of the faculty and staff, will assign pupils to the courses best designed to meet their needs in terms of their ability. The methods of instruction provided will involve the use of virtually all media of educational communication: textbooks, supplementary books, periodicals and other printed material, laboratory equipment and supplies, maps, charts, globes, and other graphic materials, recorded materials in tape and disk form.

In an attempt to provide a program which will appeal to those individuals who have dropped out of school since 1960, a special and different activity is designed. Lenoir County Community College has agreed to coordinate its services in the effort. The college will furnish materials and pay the salary and local county travel expenses for an adult education coordinator. A curriculum involving the use of many programmed materials will be offered to meet the needs of those dropouts who for one reason or another cannot be drawn back into the regular high school program in the modified form described above. This learning laboratory will be in operation from 8:00 a.m. through 9:00 p.m., five days per week for twelve months.

No classroom facilities are available in which to conduct the activities as outlined in the project. Therefore, the acquisition of nine mobile classroom units will be necessitated. Four of the units will be located at South Greene High School and five units at Greene County Central High School.

ATTENDANCE SERVICE

Two attendance counselors will be employed for the nine month school term to work under the supervision of the school attendance officer. The counselors will visit the parent(s) or guardian of any deprived child who is absent without excuse for a prolonged time and try to find out the reason for the child's absence. All practical steps will be taken to remove or mitigate the causes of such absence.

CLOTHING SERVICE

This service will be closely coordinated with the work of attendance personnel. Where investigation reveals the lack of proper clothing (especially shoes) prevents school attendance, clothing will be issued upon recommendation of the attendance officer. Due care will be exercised to avoid duplication of service and assistance available from other agencies.

FOOD SERVICE

This activity will be based on the nutritional needs of the educationally deprived children. Serving lunches to indigent children provides unlimited opportunities for offering social and educational learning which can enrich every aspect of a child's total development.

The food service supervisor will supervise the administration of the free lunch program. Other duties of the supervisor will be to: (1) assist the school lunchroom managers in their efforts toward improvement of food service by helping plan menus and coordinating, as far as possible, the purchase of meats and other foods; (2) assist in training programs for lunchroom personnel and making recommendations to the various principals and the superintendent concerning lunchroom operations; and (3) inspect periodically lunchroom operations and file reports of the results with the principals and superintendent. Close liaison will be maintained with school and county health personnel and with the social worker and the attendance personnel.

GUIDANCE

This activity will involve the employment of three additional qualified guidance counselors for ten months. These counselors will be involved in many phases of the overall programs of the eligible schools. Their contribution to the success of the recovery and prevention of dropouts will be especially significant, since they will work directly with small groups and with individual underachievers who are potential dropouts and with individuals who have dropped out. During the extended term of employment, the counselors will have an exceptional opportunity to work effectively with those children who have encountered difficulty or met with academic failure during the regular school term.

The guidance counselors will, with the advice and suggestion of the testing consultant, make recommendations as to the type and quantity of testing materials that will be needed. They will coordinate and assist in other ways in the testing program of their respective schools.

HEALTH—DENTAL and HEALTH—MEDICAL

This activity will provide dental and medical services to children of eligible schools and eligible children in the Snow Hill Elementary School. A registered nurse will work full time under the supervision of the county health officer. The nurse will regularly visit each of the eligible schools. Children in the schools will be examined by the nurse. Those who need diagnostic, dental or medical services will be referred to clinics, dentists, or doctors. Where funds for the provision of such services are available through other agencies, such funds will be used. To provide for services not available through other agencies, funds are budgeted in limited amounts for supplying those services essential to the mental and physical well being of the children of the participating schools.

Close liaison between the school nurse, the attendance counselors, and the social worker will be maintained to insure that all children needing dental attention receive it.

Certain health materials and supplies are essential to the medical service provided by the nurse. First aid supplies will be located in each eligible school.

LIBRARY SERVICE

This activity will involve the employment of four librarians and seven library assistants. The librarians will be assigned to the eligible elementary schools. With the additional personnel, this service will provide in each of the seven eligible schools one library assistant who will work under the direction and supervision of the school librarian. These assistants will possess special training fitting them to:

- **Maintain accurate records of materials in the library**
- **Maintain an accurate inventory of ESEA Title I and Title II materials and equipment assigned to the school**
- **Coordinate the receipt and return of materials from and to the mobile unit of the Instructional Materials Center**
- **Assist teachers and teacher aides in the planning and production of teaching materials**
- **Check out books for teachers from the Greene County Public Library Bookmobile**

SCHOOL SOCIAL WORK

This service will involve the employment of one qualified social worker to serve as a visiting teacher during the nine month school term for schools eligible to participate in the program and for the eligible children in the Snow Hill Elementary School.

The visiting teacher will work closely with public agencies other than schools so that the atypical children with whom she works will receive all benefits and services provided by these agencies.

OTHER—CURRICULUM MATERIALS CENTER

The audiovisual center serves all of the schools eligible to participate in the project. It is under the direction of a qualified audiovisual director who supervises the activity of one technician, and one film clerk. The center has a collection of approximately 800 educational 16mm sound motion pictures which are catalogued and available to the teachers on request. A mobile unit houses the films and makes scheduled visits to each school to facilitate distribution and utilization of the audiovisual materials. Filmstrips and transparencies for overhead projection are also circulated to the schools by the mobile unit.

The service offered by the audiovisual center will be expanded to include 8mm single concept films in the school year 1967-68.

In the year 1967-68 greater emphasis will be given to the planning and production of audiovisual materials including transparencies, mounted pictures, and magnetic tapes. Assistance will be afforded the teachers by a teacher aide who has received special training in such activities. Inservice training opportunities will be available to teachers of the participating schools. This training will be planned by and carried on under the direction of the audiovisual director.

JONES COUNTY BOARD OF EDUCATION

Project No. 68-0035

Title
Reading Improvement

Project Budget
$220,225

Children in Project and Grade Levels
1,340 1-12 and ungraded

ESEA Staff
52

CULTURAL ENRICHMENT

This program will consist of an estimated twenty trips to various places of historical and cultural interest in North Carolina. All trips will be approved by the ESEA Director and each group will be accompanied by at least one teacher and one teacher aide. Parents will also be invited to go on these trips. Transportation will be by activity buses owned by the Jones County Board of Education. Admissions will be paid to certain entertainments that are deemed worthy.

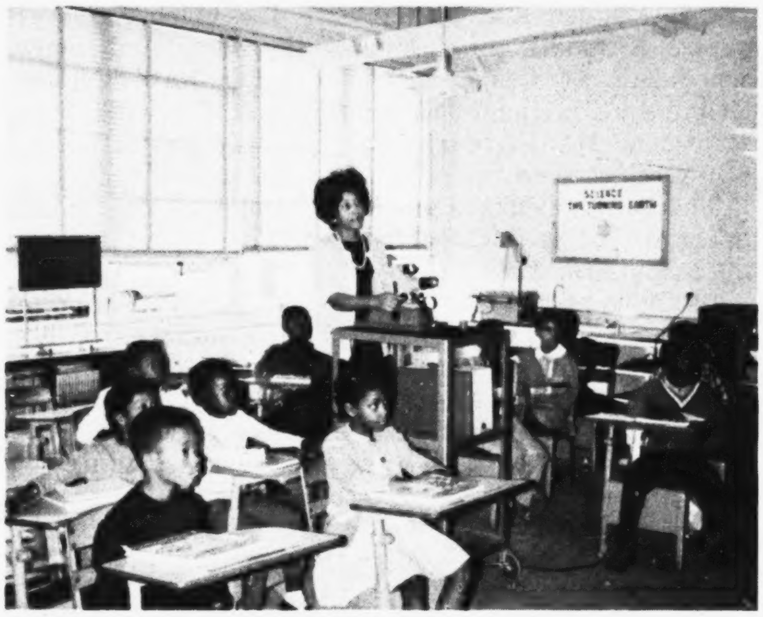
We frankly do not expect these few trips to make a terrific impact upon the cultural development of all economically deprived children but we do hope to arouse a small spark of interest in places and things outside their own small world.

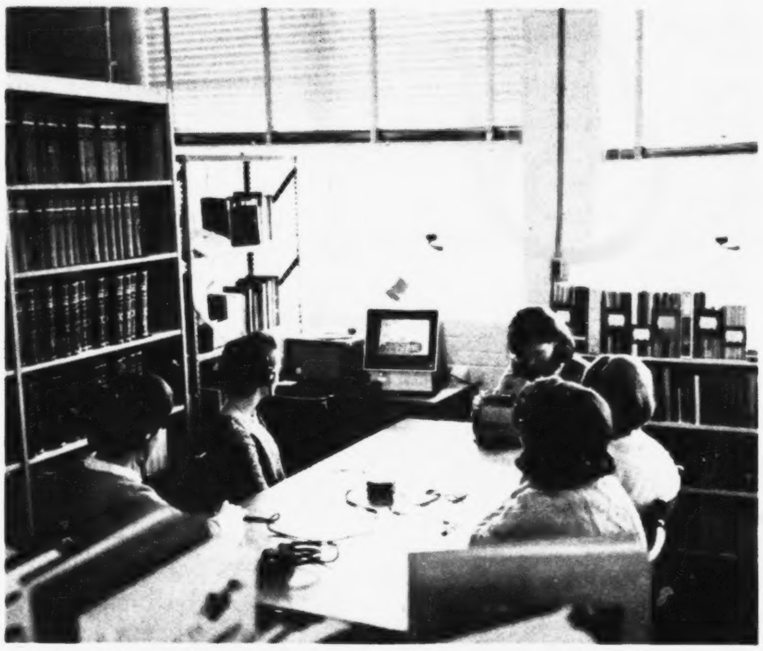
ENGLISH—READING

Reading improvement is the basic aim of our project and will involve all elementary teachers in elementary schools and at least three teachers in each of the high schools. The 1968 project provides for ten teachers and five librarians. Four of the teachers will teach reading improvement. There will be one remedial reading teacher at Trenton Elementary School, one at Jones Central High School, and two at Jones High School. The other six teachers will be used to reduce class size and eliminate combination grades at the eligible elementary schools. By reducing class size and eliminating combination grades we hope to enable the teachers to devote more time to the educationally deprived children. The five librarians will work in the five eligible elementary schools, will process the new books purchased by ESEA Title I, and will assist teachers in organizing and providing Library materials and books in such a way that educationally deprived children will be able to use the library much more effectively.

Twenty-one teacher aides and seven library aides will be provided to relieve teachers and librarians of many routine tasks and assist them in preparing instructional materials, so that these materials may be used more effectively in the classroom.

A media specialist will be employed two days a





week for ten months. He will instruct teachers and teacher aides in the proper use of audiovisual equipment and materials, and will maintain and service the audiovisual equipment and film library.

The position of stock room clerk and home-in-need investigator under previous projects will be combined into one position. Approximately one-half of this person's time will be spent with each of her duties. Her duties as stock room clerk will be to check in and stamp new materials, check them out to the various schools, and maintain the film lending library located in the county office. Her duties as home-in-need investigator will be to work with the principals and teachers and the local Welfare Department to determine the most needy children who will receive free lunches and supplementary clothing. She will also work with the families of these children in an effort to assist them in establishing higher sociological standards.

The 1968 project will provide materials and supplies for audiovisual equipment purchased by prior projects, and will provide additional library books in an effort to have books that will be attractive and useful to the children involved in the project.

The 1968 project proposes to hold an audiovisual workshop for 50 teachers and/or teachers aides directly involved in the operation of this project. This number will include teachers from eligible schools who are directly involved but who are not being paid from ESEA Title I funds.

Three controlled reading machines and 12 reading pacers will be available for the 4 remedial reading rooms to provide more effective instruction and practice for the under-achievers assigned to the remedial reading program. Two relocatable classrooms will be provided to help alleviate seriously crowded conditions in our eligible schools, and ensure satisfactory teaching stations where they are not otherwise available

CLOTHING SERVICE

Supplementary clothing will be provided to an estimated 250 children. The children to receive this clothing will be determined by the homes-in-need investigator with the cooperation of the local Welfare Department, and with the advice of teachers and principals.

FOOD SERVICE

Approximately 50,000 free lunches will be furnished to needy children during the school year. In order to provide free lunches at J. E. Morris School (which does not have a lunchroom), one full-time food server and one part-time food server will be employed to prepare, transport, and serve an estimated 100 lunches to eligible children. These lunches will be prepared at the J. W. Willie School, about six miles from the J. E. Morris School.

The homes-in-need investigator in cooperation with the Welfare Department, teachers and principals will determine which children are most in need of free lunches.

Title
LAD—Language Arts Development

Project Budget
$588,108

Children in Project and Grade Levels
3,851 1-12

ESEA Staff
131

ART

Each classroom teacher will teach and discuss with the students the same art print for 2 weeks (17 per year). At the beginning of each 2 week period a large print will be framed and placed in the library or some appropriate area within the school. Smaller prints will be given to students in grades 2, 3, and 4 to take home for family enjoyment. Pieces of sculpture will be moved from classroom to classroom within a school. Classroom teachers will use films and filmstrips from the media center when appropriate.

CULTURAL ENRICHMENT

Field trips have been planned to Kinston, Raleigh, and New Bern. Trips will be coordinated with classroom subject and project work.

ENGLISH—READING

Activities in speaking and listening will be continued to break poor speech patterns. Interest level reading material for oral and written communication will be used to supplement the basic text. Small group activities will be designed to aid with independent level, instructional level, frustration level, and supplementary programs involving the controlled reader, programmed reading, the Craig reader, the Lippencott program, and the Tachist-o-film.

MATHEMATICS

Basic computation and reasoning skills will be taught and supplemented by the Title I program. Visuals will be used to make math less abstract. Emphasis will be placed on basic math and skills for developing good math concepts.

MUSIC

Explained classical selections will be played daily during special listening periods. Classroom teachers and music teachers will expand on these selections and coordinate them with the instructional program. Available for small group and individual listening will be record players, earphones, and tapes.

HEALTH—PHYSICAL EDUCATION

Health education teachers are to work on a regular schedule with groups in the eligible schools—teaching better health practices and personal cleanliness. Properly coordinated and appropriate rhythm, individual, and team activities are to be handled by regular classroom teachers supplemented by visual material and trained supervisors. This program is to be coordinated with the food service program.

NATURAL SCIENCE

Supplemental science materials will be used with visual and audio equipment. Film (16mm and 8mm) is available for small group supplemental work. Projects are to be designed to coordinate with the basal science program.

SOCIAL SCIENCE (To include several of the Language Arts Subjects)

Filmstrips and 16mm film have been correlated by grade and subject. Students and teachers are to plan cooperatively for units of work. Units will integrate English, spelling, communication areas, art, and music. This is to be an experimental program designed to boost pupils above the subcultural level.

OTHER—SPECIAL TEACHERS

When the number of students who are performing at the slow learning rate is approximately 18 to 25, a special teacher will work with them gearing the work to their level. In other areas where special or remedial help is needed, such as special help in specific areas of science, math, or English, a small group of children may receive this help from this type of teacher.

FOOD SERVICE

ESEA funds are used to pay the regular lunch price for students qualifying for ESEA assistance. The four schools operate under the Federal School Lunch Program. Type "A" lunches are served, thereby contributing one-third of the daily nutritional requirements of a growing child. No distinction is made between paying and non-paying students. Qualifying students are selected through the cooperative efforts of the teachers, principals, and health educators.

LIBRARY SERVICE

In addition to serving as a reading center, the school library will provide books, magazines, reference materials, newspapers and bulletins; will process all supplemental materials such as maps, globes, charts, supplementary books, filmstrips, transparencies; and will train aides. The library will become an educational materials center, a research center, and a developmental center. Each school will have one librarian and two clerical library assistants.

OTHER—CURRICULUM MATERIALS CENTER

The media center will have on hand duplicates of all materials in the schools. On hand for check-out purposes are filmstrips, 8mm film, 16mm film, and a wide variety of aids that have been catalogued. Catalogs have been sent to each school. Procedures for booking, unit development, media and transparency development have been made. Repairs on these teaching aides are to be made at the center. Resource people and materials are available upon request.

KINSTON GRADED SCHOOLS

Project No. 68-0144

Title

Development of a Language Arts and Cultural Program to Overcome Educational and Cultural Deprivation

Project Budget

$237,287

Children in Project and Grade Levels

2,587	K-12

ESEA Staff

57

ART

Since art is essential to the total growth and personality development of every individual in society, every student is afforded the opportunity to elect art in the junior and senior high schools. This course encourages each individual to record his own ideas, experiences and feelings about his discoveries in life, regardless of "talent." Art is often defined as an expression of one's personality; therefore, copying the work of others, tracing, paint-by number sets, etc. are considered unethical in the art program. The course content will be designed to develop creative thinking in all students.

Junior High Program

Arts and crafts is offered in the junior high school as an elective subject. The purpose of the course is to create perceptiveness in children, to help them develop skill and confidence in creative endeavors, and to help them develop an appreciation of the arts of civilization. The course includes picture making, sculpture, ceramics, jewelry design, stitchery, miscellaneous crafts, and art appreciation.

Senior High Program

The program at the senior high schools is designed as a continuation of the art program in the junior high schools. Skills introduced at the lower level are developed and new techniques are introduced. The program is available to all students, grades nine through twelve. The class size should be restricted to twenty students. Art I includes drawing, design, sculpture, painting, crafts, and art history. It is a prerequisite to Art II which includes drawing and design, commercial art, ceramics, print making, architecture and interior design, and art history.

ENGLISH—READING

The Kinston Graded Schools under ESEA, Title I has planned to continue their summer reading improvement program by concentrating on reading improvement in grades 4-12. This program will function in ESEA approved schools.

Elementary School Program

In the elementary schools, the classroom teacher will share the corrective reading program with the special reading teacher. In two of our target schools different programs will be tried and the results carefully evaluated. These results will be utilized in revising the existing reading programs, and in planning future programs. The appropriate program will be determined to a large extent by the number of students who need help and the size of the school.

In the largest elementary school the corrective reading program will be concentrated in the fourth grade. In the smaller school, grades 4, 5, and 6 will be covered. Although the special reading teacher has the primary responsibility for this program, every teacher and supervisor will share in the responsibility.

In one program which will be concentrated on the fourth grade, the severely retarded reader will leave the classroom to receive corrective reading instruction from the special reading teacher at the same time the rest of his class is receiving reading instruction in the classroom. The reading teacher will build his lessons around the same content used in the regular classroom but the reading skills will be taught through less demanding materials. The student will return to his classroom for work in other subjects. The reading teacher and classroom teacher will cooperate in making provision for continuing corrective practices in the classroom.

In the smaller elementary school where the corrective work will be in grades 4, 5, and 6, the reading teacher and the classroom teacher will act as a "team" in teaching reading. The reading teacher will plan the lessons for those requiring corrective reading and the lessons will be given in the regular classroom. Both

teachers will plan the lessons so that all the students receive comparable instruction as to content. The reading teacher will work with the special group at the same time the classroom teacher proceeds with his lesson.

The classroom teacher will be assisted with such problems as grouping for instruction, arranging rooms, obtaining materials and adjusting the textbook or workbook to individual needs. Multi-level materials such as the SRA Laboratories, MacMillian Spectrum of Skills, Practice Readers, and high interest low-level readability books will be provided for the student. The teacher will be assisted in organizing and continuing a program to provide for individual differences in her classroom. The classroom teacher will be encouraged to make maximum use of an assortment of materials that supplement the basic program and extend concepts and skills. After several months the reading teacher will leave the classroom and the regular teacher will assume the responsibility for the corrective instruction with the small group.

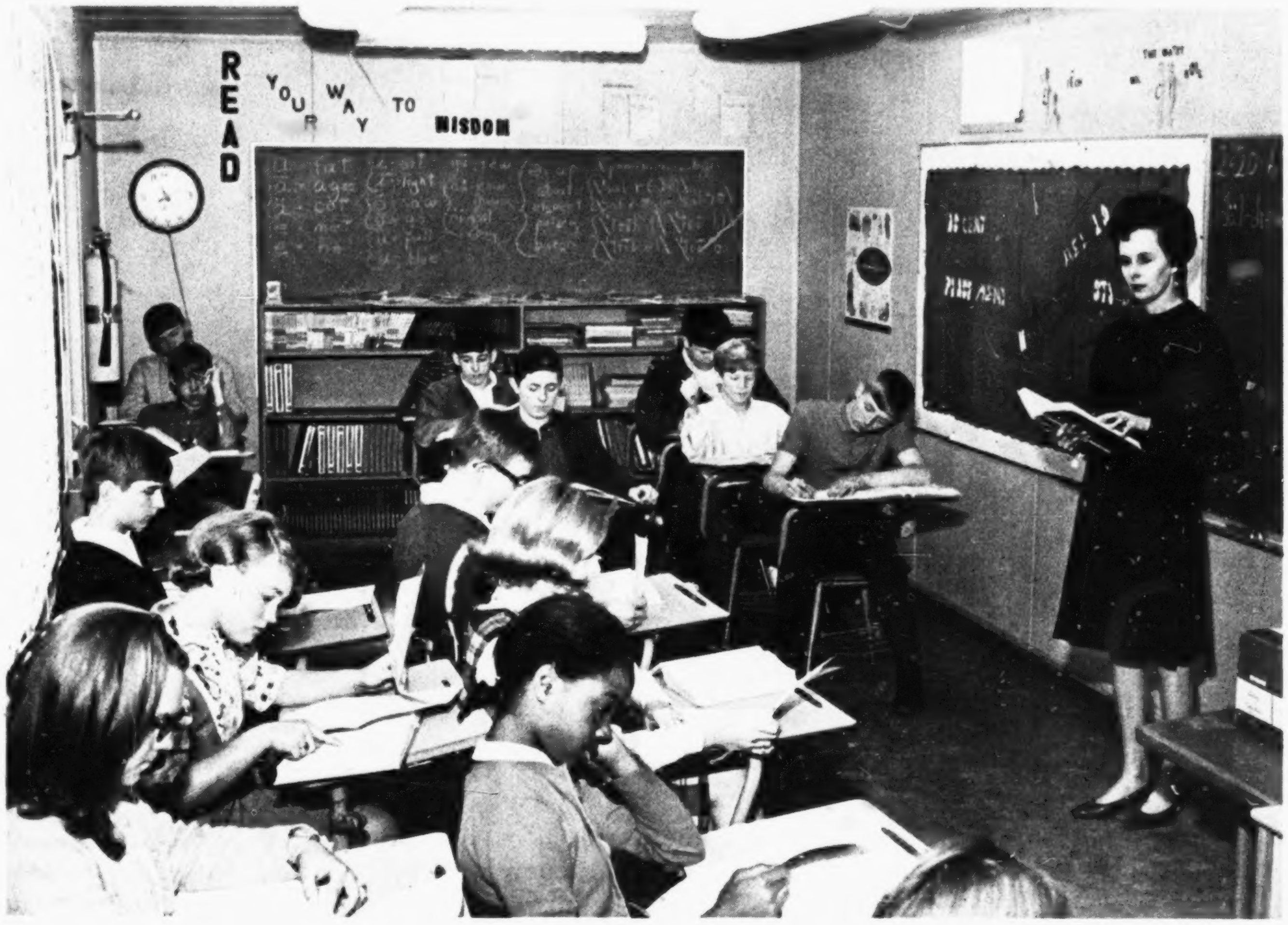
Junior High Program

Reading should not be considered a basic skill to be taught only in the elementary school, with the idea that once a student has learned the basic essentials he can advance completely on his own. The reading improvement program will continue to be emphasized in junior high school. Many students come to junior high school with definite reading disabilities and these students need special consideration so that their problems will not be intensified in the senior high school. Probably the best materials for teaching comprehension skills are the regular textbooks in social studies, science and literature. Every lesson in every textbook is a potential source for the best teaching of reading skills. Although reading instruction in the content area is every teacher's responsibility, a special reading teacher will be available for the developmental reading program.

Every seventh grade student will participate in a specialized reading program. The program will be organized into three specific sections to meet the needs of all students. A brief description of each section follows:

1. Basic Reading
   - **Students of average or superior IQ**
   - **Students three or more years retarded in reading**
   - **Largely individualized work**
   - **Sequential program of basic reading skills**
   - **Multi-level materials**
2. Reading Improvement
   - **Students of average or above average IQ**
   - **Students one or two years retarded in reading**
   - **Small group or individualized work**
   - **Sequential program of basic reading skills**
   - **Multi-level materials**
3. Power Reading
   - **Students of average or superior IQ**
   - **Students reading at or above grade level**
   - **Group and/or individual work**
   - **Advanced enrichment program to improve skills of comprehension, critical thinking, retention, speeds of reading**
   - **Self-improvement program drawing materials from various content areas**

In addition to the specialized reading program in the junior high school, an experimental program for slow learners in the language arts will be developed, tailored to meet the individual needs in our local situation. Academically retarded children with IQ's ranging from 70-90 will participate in this program. Reading will become the core through which all subjects will be taught. The specialist will become the content teacher and will scale the curriculum to the reading ability of the students. The reading teacher will meet the students for a block of periods in which


READ YOUR WAY TO WISDOM

he teaches reading, English and social studies. He will teach reading skills through using the content of each of these subjects. The students will join their homeroom groups for art, music, health, physical education, industrial arts, and for any other subject not covered in the "core" program.

Senior High Program

Emphasis will be placed on the developmental reading program in one of the senior high schools and two special reading teachers will be available to teach the reading classes. The reading consultant will assist the reading teacher as well as work with all subject-matter teachers in teaching the reading skills pertinent to their subjects. Although one of the major purposes of the program is to encourage the improvement of reading within every classroom a danger period for school "dropouts" is the tenth grade. Therefore we will concentrate our "crash" reading program on the freshmen and sophomore classes. Every freshman and sophomore will be expected to participate in some aspect of the reading program. The class organization for the program will be very similiar to the organization used in the junior high school. These three sections—basic reading, reading improvement, power reading— will provide for all students—slow, average, and superior. Individual diagnostic work will be provided for severely retarded readers.

Students enrolled in non-public schools will participate in our reading improvement program upon arrangement by the private school principal.

OTHER—KINDERGARTEN

The Kinston Graded Schools under the direction of ESEA, Title I has planned a kindergarten program for the year 1967-68 for the educationally deprived five-year-olds in the City.

There are approximately 300 eligible boys and girls living near our three project elementary schools. It is our goal to provide wholesome kindergarten experiences for these children. They will be guided in developing good social attitudes and habits and various readiness activities that will help prepare them for beginning school activities.

It is hoped that this program will eliminate many first grade failures as well as identify those children who will need special consideration and are likely to experience problems in general school achievement.

As we anticipate the need for at least 15 kindergarten classes, fifteen kindergarten teachers will be needed. Every effort will be made to employ certified, experienced, and qualified teachers. Also fifteen aides will be employed. In every instance professional and non-professional staff will be integrated. At the present time four Negro teachers and ten white teachers are being considered for positions in this program. At present we have only three white aides who are interested in positions. We have six Negro aides who worked with us last year who are planning to be with us this fall. We have many Negro applications on file.

The primary goal of this program will be to provide an atmosphere where a young child can develop his self-confidence, a sense of accomplishment, awareness of himself as a worthwhile person, a sense of discovery through learning an appreciation and concern for others, an awareness of his surroundings, and a renewed eagerness for life.

It is hoped that the classroom will be a living laboratory where eager children learn through discovery, through everyday experiences, and through creative play.

Rich kindergarten experiences will be provided in the language arts as well as related fields—social studies, science, health, safety, music, art and physical education.

The kindergarten day will be divided into large blocks of time to insure an unhurried feeling. Areas included in our curriculum are:

Group Experiences—Beginning the Day
Periods of Self-Chosen Activity
Wash Up and Snack Time
Recreation
Music
Language Arts
Arithmetic Skills
Science Readiness

All children participating in this program will be served milk each day.

Scholastic Accident Insurance will be made available for those parents wishing to purchase it for their children.

FOOD SERVICE

Personnel involved in school food service will include the food service supervisor, nine lunchroom managers, and an average of six workers per school cafeteria. Special instruction in equipment handling and correct food preparation will be under the supervision of the individual managers.

Food service will see that the Type "A" or the Type "A" Choice lunch is served in the participating schools and that all the nutritional standards of each level of child is met. This lunch will be available to every child who needs and wants food served. The additional funds which this program offers will enable us to give "lunch with a lesson" in the hope that eating habits, table manners, and customs will be improved.

CLOTHING SERVICE

Clothing from the volunteer clothes closet or purchased will be distributed to children needing this service. It is anticipated that outer clothing such as shoes, sweaters, top coats and raincoats will encourage better attendance.

The nurse-social workers will determine eligibility of referred students through home visitation, consultation with employers, W-2 forms, local welfare agency, and federal housing authority.

HEALTH—NURSE/SOCIAL WORKER

The nurse-social worker will determine the eligibility of participants for the ESEA health program through conferences with teacher, child, and parents,

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and by home visitation. After eligibility has been determined, the nurse-social worker will use her judgment in referring the student to the proper sources for health or social correction.

Parents should be acquainted with the physical and mental needs of their children, as revealed in the school examination and observation, so they will seek needed medical care. Planned dietary changes, alterations in daily routine and hygiene, and any other necessary steps for improving the child's health must also be considered. ESEA funds will be used to assist parents who are financially unable to pay for needed correction or treatment. Evidence of persistent neglect shall be reported to the appropriate child welfare agency.

The teacher will be kept informed of the student's health status, especially with regard to the matters which take place outside the classroom, such as the findings in medical and dental examinations.

The nurse-social worker will also inform the teacher of the home and economic situation. Proper interpretation of individual and social needs is a matter demanding professional skill and judgment. The nurse-social worker will work in close cooperation with other professional people (teacher, physician, dentist, psychologist, and project personnel) in completing this task.

PSYCHOLOGICAL SERVICE

The psychologist will work on a consulting and testing basis. She will administer and interpret individual tests in the schools and clinic in order to make evaluations of children. She will conduct, or help conduct, inservice training in psychological testing.

She will act with the nurse-social workers on referrals of children by their teachers, in such a way as to arrive at a complete picture of the whole child.

Her services will be involved in the following school programs: preschool, corrective reading, guidance, and special education.

GUIDANCE and COUNSELING

The counselor will aid children from economically deprived homes in making wiser decisions and becoming better adjusted individuals. Individual testing, when needed, will be done by the counselor, or the child will be referred to the psychologist. Guidance and counseling will cover problems at school, at home, and in the community.

OTHER—INSERVICE TRAINING

This service will up-date the content of curriculum and will help the teachers to a better understanding of the culturally and economically deprived child.

Areas covered will be health, social work, library service, audiovisual service, testing, preschool program, reading program, psychological service, and other areas as needed.

Title

Overcoming Educational Deprivation Through Improvement of Language Facilities and the Removal of Causative Factors

Project Budget

$469,530

Children in Project and Grade Levels

3,857	K-12 and ungraded

ESEA Staff

125 (plus 8 whose salaries are not paid by Title I funds)

CULTURAL ENRICHMENT

A definite relation exists between the nature of the child's cultural background and his ability to succeed in the language arts area and, subsequently, in all subject areas. Therefore, it is necessary to provide the children involved with the richest exposure to every cultural opportunity possible as we attempt to close the gap created by their deprivation.

This Title I project will employ three art-helping teachers and three music-helping teachers. These additional personnel will assist the classroom teachers in providing increased opportunities of enrichment in order to enhance cultural experiences. They will serve as consultants to the teachers in the qualifying schools and will participate in team planning.

Children in the qualifying schools will also benefit from enrichment programs transmitted from our locally owned television studio. These programs will consist of preschool readiness experiences, carefully selected films, and discussion by resource persons. Various art and music materials which have been previously purchased will continue to upgrade the enrichment programs.

It is anticipated that these enriched experiences will increase the child's general achievement scores.

The State Supervisor of Art Education, will be asked to assess the program of art work in the Title I schools, to offer suggestions for continued improvement, and to make comparisons with non-Title I schools.

ENGLISH—READING

The best available objective and subjective data from the evaluation of previous projects indicates that our reading program needs to be replanned. We feel that reading instruction should be developmental and can best be taught in the regular classroom setting. Thus we are employing twenty teachers to reduce class load at both the elementary and secondary levels and to concentrate on the development of more adequate reading skills.

A child's success in school is dependent primarily upon his early school experiences; therefore, our Title I project will emphasize a preventive approach. Most of the eligible children begin their school years with a paucity of readiness experiences and actually arrive at school poorly prepared to begin academic work and group activities. Consequently these children need both individual attention and small group instruction.

In an effort to assure early school success (and this can almost be equated with learning to read), each Title I school which contains primary grades will reduce class size by adding one teacher to the staff. This should be a most effective way to assure each eligible child of the individual attention and small group instruction that he needs. In a further effort to enhance early school success, seventeen teacher-technicians will be assigned to assist in the primary grades. These teacher-technicians will receive inservice training related to their classroom responsibilities.

Although a preventive approach is being emphasized, it is felt that remedial work is necessary for older students. Therefore, teachers will be employed at the junior and senior high levels to teach developmental reading courses and adjustment classes. These adjustment classes will be designed to meet the special educational needs of those students who have a high rate of failure, low aspiration levels, negative self-concepts, and inadequate competencies to meet the demands of the regular classroom.

In addition, a reading-helping teacher will be employed and will serve all Title I schools. Her role will be to assist the teacher in organizing for more effective instruction, to do demonstration teaching, to disseminate materials and information, to diagnose reading difficulties, and to work with disabled readers in the classroom environment. The services of this person will be offered to eligible children in non-public schools.

DEVELOPMENTAL PHYSICAL EDUCATION

Since the child with a strong and healthy body is normally more receptive to learning, a program of developmental physical education becomes an integral part of this project.

A physical education coordinator and five other physical education instructors will serve the Title I elementary schools. Their role will be to assist the classroom teacher in becoming a more effective teacher of physical education. Through demonstration teaching and team planning, the instructor and teacher will provide the students with adequate developmental skills and a well-rounded program of activities. A summer recreation program will provide continuity to the regular school program.

OTHER—MEETING THE NEEDS OF HANDICAPPED CHILDREN

In New Hanover County, all classes for the educable mentally retarded, the trainable mentally retarded, and the physically handicapped are located in Title I qualifying schools and for the most part serve children from target areas. In addition, Title I beneficiaries are served by speech therapists.

It is a well-established fact that two-thirds of the mentally retarded population are etiologically categorized as cultural-familial retardates. This is to say that as a result of cultural deprivation associated with educational deprivation a kind of developmental retardation occurs in children who have no accompanying central nervous system disorder. Although children categorized as trainable mentally retarded have serious central nervous system disorders, much can be done for them through expanded school programs, parental guidance, and health services. In addition, we find a strong relationship between educational deprivation and those children referred for speech therapy and those placed in classes for the physically handicapped.

In many instances it is difficult to distinquish between functional and clinical retardation. A number of children presently placed in Special Education classes are victims of cultural and educational deprivation and not true retardates. These are the very children for whom Title I funds are allocated.

Our existing level of services for meeting the needs of handicapped children in the areas of diagnosis, placement, and instruction are recognized as being inadequate. In addition, these services are ancillary to the other programs described in this Title I project. Therefore, the project coordinator will assume the responsibility for the direction of Special Education activities for Title I beneficiaries and the facilities of the Diagnostic Learning Center will be extended to include handicapped children.

In order to meet the needs of another group of handicapped children, an ungraded primary class with a limited enrollment will be established. This class will serve children who are educationally handicapped due to neurological impairment and/or emotional disturbance. This class will be designed as an intervention procedure for children who present similar behavioral characteristics and learning difficulties. The major objective will be to return them to the regular classroom as soon as feasible. It is anticipated that substantial benefits in the areas of diagnosis, placement, instruction and adjustment to school life will accrue to handicapped children and that these will be reflected in teacher ratings, observer reports and anecdotal records.

OTHER—RECLAMATION and REDUCTION OF DROPOUTS

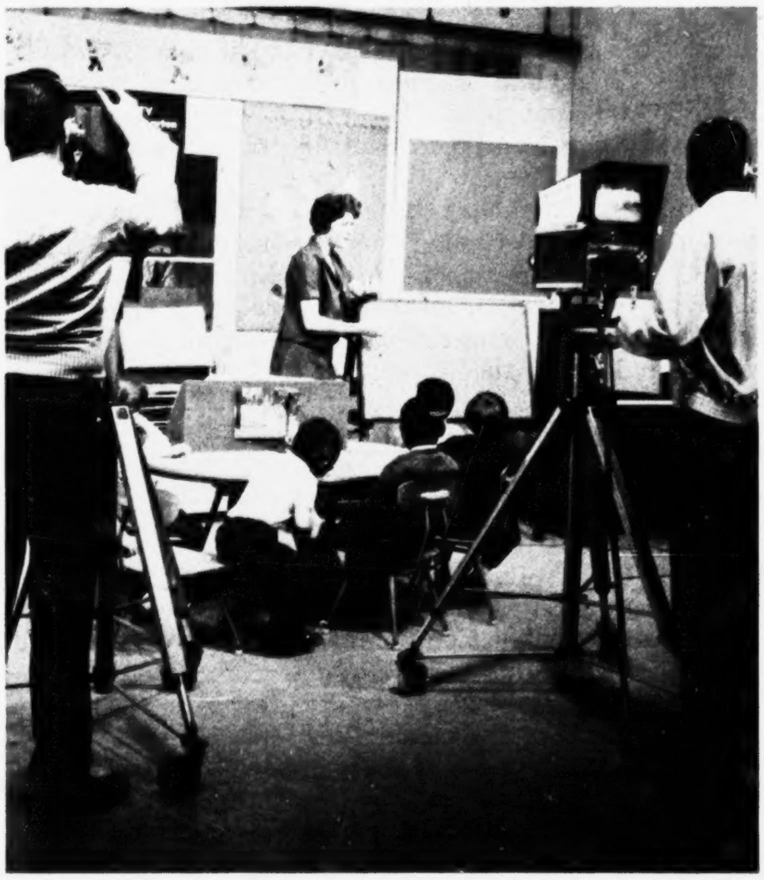
In order for the schools of New Hanover County to meet the needs of all culturally and educationally deprived children, it is mandatory that we make every effort to identify the potential dropout and to reclaim those children who have left school.

Counselors will be provided to allow for adequate home contacts in an attempt to diagnose the problems. Children who have already dropped out of school will be contacted and encouraged to return to a carefully designed school program which will provide for their individual needs. Special care will be taken to reduce the possibility of their leaving school the second time.

There are several studies in progress to collect data on the dropout problem in New Hanover County schools. Statistical data including the number of dropouts, reasons for leaving, plans for the future, home background, academic achievement, mental ability, and history of illnesses will be available for study. One project in particular is unique in that it is designed to study the dropout as an individual rather than a statistic. Case histories are being prepared on both dropouts and potential dropouts. The results of all studies and special projects will be disseminated to school personnel with the hope of bringing about needed changes in the curriculum and in the school environment. The counselor will serve as a link between the home and the school.

OTHER—PRESCHOOL PROGRAM

Preschool experiences will be provided for children residing in low-income housing areas through the facilities of our educational television studio. This studio will be staffed by a coordinator, a studio teacher, a technician, student assistants, a secretary and other supporting staff. The well-designed programs will be transmitted daily to five preschool centers in housing project areas. These centers will be staffed by aides who will direct the children in following guides and plans made by the studio teacher. In addition, the studio teacher will offer regularly scheduled inservice training for the aides.



It is anticipated that substantial gains in readiness for first grade activities will be noted through teacher observations and anecdotal records.

Each child spends two and one-half hours daily in the kindergarten. Of this time, approximately forty-five minutes is given to the television program and the rest of the time is spent in follow-up activities.

We do not know the number of other preschool children who derive benefits from the television kindergarten, but all evidence indicates that the number is substantial. An effort will be made during 1967-68 to make a reliable estimate.

HEALTH SERVICE

This year's Title I project will again include a carefully designed program of general school health. A licensed physician will direct the total health services program and guarantee maximum services to eligible children while offering them full protection from the careless or indiscriminate administration of drugs and corrective procedures. The seven nurses will be supervised by a head nurse.

Each Title I school will maintain a health room staffed by a licensed registered nurse and equipped with adequated supplies, materials and equipment.

Each school nurse will assist in the proper screening of children, attend to referral cases from teachers, consult and inform parents of needed services, and assist in a preventive instructional program.

Effort will be directed toward providing a continuous program of services which will follow through each case until correction is made and will make periodic checks to determine whether preventive techniques are insuring the child against recurrence of the defect. Clinics will be arranged to allow for correction of minor defects and ailments.

LIBRARY SERVICE

To continue in upgrading the library services in Title I schools, a library coordinator will be employed. This person's responsibilities will include supervision of librarians, assistance in the purchase of carefully selected reading materials on appropriate levels, and guidance in the areas of student-centered library programs.

OTHER—DIAGNOSTIC LEARNING CENTER

The Diagnostic Learning Center will continue as a facility designed to offer diagnostic services in the area of learning difficulties, general intellectual functioning and emotional adjustment. It will be supervised by the project coordinator (a person trained in the above mentioned areas of diagnosis) and staffed by a technical assistant who has received extensive inservice training. Adequate instruments for diagnosis are available. Children may be referred by school personnel, parents, physicians, and community agencies. Confidential information will be disseminated to responsible persons.

OTHER—SUMMER PROGRAM

As stated in Part II—Project Application, Item 7A, we expect to continue the following instructional and service areas in our summer program: 113 Cultural Enrichment, 122 Health—Physical Education, 211 Attendance, 216 Health—Medical, 217 Library and 218 Psychological.

113 Cultural Enrichment—Emphasis will be placed upon the continued production and transmission of enrichment programs through the facilities of our educational television studio.

122 Health—Physical Education—Summer recreational and physical education programs will be scheduled at strategically located schools.

211 Attendance—The counselors will continue their work with dropouts and potential dropouts during the summer months.

216 Health—Medical—The school health program will be continued during the summer months. In addition to the services regularly offered during the school year, we again plan to cooperate with the local health department in arranging a summer health clinic. This clinic will be designed to meet the most pressing needs of Title I beneficiaries.

217 Library—In order to provide a continuation of the regular school year program, summer librarians will be employed so that libraries may be kept open. This arrangement will enable eligible children to have access to reading materials at their instructional and recreational levels and will guarantee access to basic collections.

218 Psychological—The services offered through the Diagnostic Learning Center will be continued during the summer months.

In order to operate programs and use school facilities during the summer months, it becomes necessary to purchase some instructional supplies and to provide contractual janitorial services.

We have found that a very wise use of Title I funds is to provide tuition grants for eligible children to attend the regular summer school as provided by the New Hanover County Board of Education and we plan to continue this procedure during the summer of 1968.

We also plan to secure the services of university level personnel so that we may continue to offer summer workshops for our instructional staff. These workshops will be designed with regard to the breadth of the project and attaining the objectives of the project.

NOTE:

The services of the art, music, and reading-helping teachers will be offered to eligible children in the non-public schools and the amount of time each child participates will depend upon requests.

The other services offered under the Title I program will also be available for use by eligible students in non-public schools.

ONSLOW COUNTY BOARD OF EDUCATION

Project No. 68-0143

Title

A Proposal for Strengthening the Communicative and Social Skills of Onslow County Youth

Project Budget

$405,799

Children in Project and Grade Levels

2,725	1-12

ESEA Staff

149 (plus 560 whose salaries are not paid by Title I funds)

OTHER—BUS COUNSELOR PROGRAM (teacher aides, health room aides, community service workers)

We propose to employ 124 persons (1 per bus serving participating schools) to serve as adult counselors and supervisors of children who ride to and from school on school buses. This is a continuation of a program we initiated in 1966 which we feel is worthy of continuation.

These 124 positions are completely intermingled with the 116 teacher aide positions. We propose to pay these 124 persons $20.00 per month ($1.00 per day for 184 days) more than the salary they receive as teacher aides. Also, there are 19 more persons required to provide one-per-bus than the teacher aide formula provides. In order to secure these persons we must provide them employment during the school day. We have found that the services of these persons can be utilized wisely for the benefit of Title I children as community service workers. In this role these persons visit the homes of pupils who have emotional problems relating to transportation, or who have problems getting along with other pupils on buses, or who the professional school personnel believe can be helped by contacts in the homes. In each of our qualifying elementary schools we have designated a person to work in health services. These persons function under professional guidance and work with the school toward improving the health status of deprived children.

All applicants for these positions have successfully completed a training program which includes Red Cross basic first-aid, driver safety, working with health problems, and social and welfare problems.

PAMLICO COUNTY BOARD OF EDUCATION

Project No. 68-0087

Title

Primary Remedial Reading Program

Project Budget

$105,567

Children in Project and Grade Levels

250	1-8

ESEA Staff

20

ENGLISH—READING

This program is to help the educationally deprived child who comes from a social environment where there has been little value placed on education. This child's reading ability is so low and his ability to communicate is so undeveloped that he is not able to respond to conventional methods and materials. The ability to read and communicate is basic to programs in school and society. The purpose of this project is to improve the reading performance of those children in grades 1-3 to a level considered normal for their respective grades and ages.

At the beginning of the school year, those students who have not mastered the primary grade skills in three years of attendance will be furnished a primary teacher to provide intensive individualized instruction. The teacher will use new methods and new materials such as tape recorders, overhead projectors, film projectors and other audiovisual aides. This class will be limited in size but as a student raises his reading level he will be returned to the regular classroom and another student will take his place.

Prior to the starting of the program an inservice workshop will be held for the seven teachers employed in the project. This workshop will be conducted by the Title I supervisor and will not use additional Title I funds for instruction of personnel.

OTHER—TEACHER AIDES

Each primary remedial teacher will be assigned a teacher aide to relieve the teacher of routine clerical duties such as recording data, keeping records, securing supplies and materials, operating duplicating and audiovisual equipment.

The teacher aide, working directly under the supervision of the teacher, will assist students in group activities such as science projects, cultivating sound concepts, and play activities. The employment of teacher aides will free the teacher of many routine duties so that she will be able to devote the majority of her time to instruction of students.

FOOD SERVICE

Lunch will be served to those students who qualify as being in need of this service. Many of the physical deficiencies found by medical examinations of these children were diagnosed as being the result of malnutrition. These students will be fed a class "A" lunch, which will include all the nutriments for a properly balanced meal.

This activity will attempt to help the parents and students understand the importance of a proper diet, correct eating habits, and correct table manners. Teachers will instruct their students so that these correct eating habits will become a part of their daily lives.

It is anticipated that this program will result in better health, better attendance, and improve the academic achievement of the students.

HEALTH—MEDICAL

It is generally recognized that a child who is not physically well is not able to perform on a level where he has the best opportunity to reach his greatest potential. It is the purpose of the health services to recognize those chronic and acute physical defects which may be adversely affecting the programs of these children.

Teacher and nurse, through observation and screening will discover the children who need medical attention. Good teacher and nurse observation and screening is very important. It is the objective of this program to encourage and support the total school health program (in cooperation with the local health department) to counsel parents, and to provide information and financial aid for medical referral of students needing health service. The nurse will spend a part of each school day at each of the project schools, acting as a consultant for faculty on health problems of the students, administering first aid in emergencies, doing audiometric testing, keeping health records, and helping the teachers screen students for possible physical defects.

PENDER COUNTY BOARD OF EDUCATION

Project No. 68-0044

Title
Language Arts Development and Achievement

Project Budget
$330,467

Children in Project and Grade Levels
1,697 1-12

ESEA Staff
64 (plus 202 whose salaries are not paid by Title I funds)

ENGLISH—READING

This project is designed to upgrade achievement and develop skills and abilities in listening, speaking, writing, spelling, reading and observing.

Children who make a low score on achievement tests and show lack of interest in school will be selected to participate.

Field trips, outside reading, educational films will be used to encourage achievement in language arts.

Additional teacher personnel to lessen the classroom teaching load, and teacher aides to assist the classroom teachers, are proposed in order that the classroom teacher will be able to give more time to the individual students who need this special help.

Three credit courses taught at East Carolina University will be offered to the personnel serving these children. These courses will be in the areas of early childhood, social problems, and citizenship. About 90 teachers will participate in these courses.

ENGLISH—SPEECH

Additional teaching personnel will be used to lessen the teaching load of classroom teachers and to provide more time for pupil-teacher relationship. Learning laboratories and other diagnostic materials and equipment will be used to meet individual needs and interest in reading improvement.

CLOTHING SERVICE

The economically deprived children are generally lacking in sufficient and comfortable clothing needed for leaving home and going to school. Without proper wearing apparel these children feel unwanted. With available funds, we propose to purchase clothing for the most needy children after they have been visited in their homes by the home-school coordinator.

FOOD SERVICE

Hot, nutritious meals will be provided for the economically deprived children who do not have sufficient food. A part of the success of the language arts program is dependent on the children being well fed. This is closely related to learning efficiency.

HEALTH—DENTAL and HEALTH—MEDICAL

A registered nurse, working in cooperation with the Pender County Health Department, will screen all deprived children, make referrals, and follow up on treatment provided by doctors, nurses, and hospitals. Improvement in general health is expected by the diagnosis and treatment of defects and diseases. A sense of well-being is conducive to improved attitudes and interests.

LIBRARY SERVICE

Library services will provide additional library space, materials, personnel, and instruction. The libraries of the schools have been poorly kept due to a lack of funds. Additional books, films, filmstrips etc., have and will be purchased as funds permit. The additional librarians will be able to work more closely with the individual child and help him to explore the world of books.

SCHOOL SOCIAL WORK

A home-school coordinator will be employed to give field service in the area of home visits to investigate the children referred to her by other school personnel. She will find out which pupils need clothing, food, medical, and other services which may be provided by this project.

SAMPSON COUNTY BOARD OF EDUCATION

Project No. 68-0153

Title
Operation of Improvement

Project Budget
$712,167

Children in Project and Grade Levels
5,014 1-12 and ungraded

ESEA Staff
145.5 (plus 1 whose salary is not paid by Title I funds)

ART

Art in grades 1-12 will include instruction in principles of primary colors, secondary colors, shades, geometric forms, as well as self-expression by the pupil. In the summer of 1967, 70 classroom teachers, at their own expense, took "Arts and Crafts," an extension course taught in Clinton, from East Carolina University. The teachers in all schools having educationally deprived pupils plan to have units, using basic art skills, which help to encourage the self-expression of each child.

CULTURAL ENRICHMENT

Since the educationally deprived child lacks cultural experiences, teachers will arrange field trips to historical places, museums, zoos, art galleries; arrange concerts and performing art programs at the schools; and arrange to have North Carolina writers and artists visit the classrooms. These experiences will be coordinated with the units being taught at each grade level.

ENGLISH—READING

Since reading improvement is so important to the educationally deprived child, this instructional area is the most emphasized. Supplementary books, audio-visual aids, equipment, professional materials, standardized tests, conferences, and inservice training for teachers will be utilized to promote motivation.

Twenty-one teachers will be employed to reduce pupil load, giving the teacher more time to work with problem reading cases and special education (mentally retarded).

Ninety-eight teacher aides will be employed to give the teachers more time for small group and individual

instruction. These aides can free teachers of clerical responsibilities.

MUSIC

Four itinerant teachers will be serving the educationally deprived pupils, giving them a knowledge of elementary music terms, background material on the great composers and their works, practice in choral singing, and an appreciation of music of all cultures.

HEALTH—PHYSICAL EDUCATION

One itinerant physical education teacher will work with elementary teachers and pupils. Workshops will be held to show methods of teaching the educationally deprived skills which include conditioning exercises, relays, stunts, and exercises to improve general physical fitness.

NATURAL SCIENCE

In recent years it has been noted that our pupils have deficiencies in the instruction in natural science.

The objective of our project is to provide these educationally deprived children with the opportunity of developing the scientific method of inquiry by using up-to-date science equipment and current manipulative materials and supplies. The natural desire to question, to explore, to try out, and to ask why should be nurtured and expanded as the program progresses from grades 1-12.

ATTENDANCE SERVICE

This service, available to 1,100 children, is an extension of the regular attendance program. Homes will be visited in order to find reasons for absenteeism. With the help of other services, it is hoped that dropping out and being absent will decrease. Our prospective dropouts will be referred to the Neighborhood Youth Corps if lack of finance is the reason for dropping out.

CLOTHING SERVICE

To improve school attendance, general appearance of children, and self-image, a social worker will continue her program of providing clothes and shoes to children and checking on the needs in the home. These homes will then be referred to the Welfare Department.

FOOD SERVICE

Approximately 1,100 pupils whose parents cannot afford the price of a lunch will be fed free. A food service supervisor will continue in her work of planning well-balanced meals, ordering basic staple foods in large quantities more economically, providing nutrition education, and overseeing the general activities in 19 cafeteria programs.

This service will also provide breakfasts and snacks on field trips when necessary. In the winter and spring about 500 pupils from low-income families will need breakfast.

GUIDANCE

With mechanization and advanced technology, a student needs skills to make a place for himself in his community and the nation. The educationally deprived have many problems in trying to reach the above goal. Eleven part-time guidance counselors and one director offer basic guidance services to the educationally deprived. Counseling and supplying up-to-date information is essential to solve emotional, social, educational, and vocational problems. Using special equipment such as thermofax machines, filmstrip projectors, and 16mm movie projectors, guidance personnel can do a better job working with the educationally deprived children.

HEALTH—DENTAL

Approximately 600 educationally deprived children need dental services to improve their appearance and their general well being. Two school nurses have been hired to screen the pupils and make referrals and arrangments with local dentists.

HEALTH—MEDICAL

This service will be made available to educationally deprived children who have medical and visual defects. The school nurses will make referrals to local doctors concerning the suspected defects. This service is to complement the services rendered by the local health department.

LIBRARY SERVICE

The library program shall provide printed and nonprinted materials most appropriate for pupils and their growth and development as individuals.

To encourage children to read for pleasure, for information, and for research, a large variety of books need to be made available to the educationally deprived pupils. Books should be of high interest-low vocabulary to increase the love of reading. All schools shall be served by approved personnel.

Libraries will be open before school, at lunch time, and until 4 p.m. to encourage greater participation.

PSYCHOLOGICAL SERVICE

Because of our distance from mental health clinics and the over-work of the Welfare Department's psychological service, the educationally deprived child often needs services which are not available. Also, parents tend to accept information from a professional that they will not accept from teachers and principals.

SCHOOL SOCIAL WORKER

A home-school coordinator will continue to improve the relationship between the home, the school, and the community. While visiting the homes, she will determine many of the child's needs—clothes, shoes, free lunches, medical assistance, and improved parental attitudes. This information will help the teacher have a better understanding of the individual child.

SPEECH THERAPY

This instructional area will be to supplement the program being carried on by state-allotted speech teachers. Additional supplies and materials will enhance the work with educationally deprived children. This should help interest them in improving their speech.

TRANSPORTATION SERVICE

This service will be used in taking educationally deprived pupils, and classroom teachers, on field trips and to educational programs in our area. If cars are used, schools will be reimbursed $.08 a mile; if buses are used, $.30 a mile.

Sometimes it is necessary to pay for the travel of teachers and principals to special planning meetings.

OTHER—CONSTRUCTION

To provide a place of seclusion for the guidance counselors to work with the educationally deprived children, partitions in nine schools need to be built to divide private offices from browsing and reception areas. Carpentry classes within the schools will do the work. It has been estimated that $3,000 would take care of the lumber and other materials to be used.

CLINTON CITY BOARD OF EDUCATION

Project No. 68-0125

Title

Over-all Curriculum Improvement Through Emphasis on Language Arts

Project Budget

$194,950

Children in Project and Grade Levels

1,424 1-12 and ungraded

ESEA Staff

30 (plus 57 whose salaries are not paid by Title I funds and 2 unpaid volunteers)

ART

The art program will provide for an art teacher at each qualifying school so the children may have experiences both in actual artistic endeavors and in art appreciation. Children in grades 1-8 will be scheduled to the art centers (one at each school). Art teachers will work with classroom teachers in a workshop type experience. When time permits, art teachers will set up a special class for particularly talented students.

Two art centers (relocatable classrooms), one at each school, were provided in last year's project. These units will be completed this summer. We have secured two art teachers for the project year 1968.

BUSINESS EDUCATION

This part of the project will introduce students to the activities of business enterprises and help offer training in the various duties performed by the office worker. The program will consist of experience in handling office machines (typewriters, duplicators, adding machines and calculators); composing letters; record keeping; meeting the public; improving personalities. This activity will provide opportunities for many students to go directly into the world of work upon graduation from high school. It could also afford the children a more varied curriculum, which should tend to keep potential dropouts in school.

ENGLISH—READING

A special reading program for remedial purposes will be offered to those children who are reading below grade level. These children will be scheduled to the reading centers, in small groups. Here a reading specialist will identify the deficiencies and work toward meeting the needs of the children on an individual basis. Conferences between the classroom

teacher and reading specialist will be held to report progress and discuss other channels for improvement.

Supplementary textbooks, Weekly Readers, library books, and other materials are to be made available at the classroom level to encourage reading for knowledge and enrichment. Audiovisual equipment, materials, films, and filmstrips will be utilized within the curriculum to enhance or reinforce reading.

The coordination of these activities and all other instructional phases will be under the direction of the supervisor of instruction. Ten teacher aides will be scheduled to perform menial tasks within the classroom. This additional help for the classroom teacher will allow the teacher more time to teach.

Also, an audiovisual coordinator will divide his time between the two schools and work closely with all teachers in the usage and operation of equipment.

MUSIC

The music program will provide for a public school music teacher at each qualifying school. These teachers will have the responsibility of providing children with opportunities for enrichment and self-expression through the knowledge and appreciation of music. All children (grades 1-8) will be scheduled for music. Students who display special talents on the secondary level will be encouraged to enter the band or choral group.

HEALTH—PHYSICAL EDUCATION

All efforts of this service will be directed toward the philosophy that health and physical education is an integral part of the total curriculum and that physical education fulfills a significant role in teaching youth to respect the complex and marvelous functioning of a healthy human body, to value fitness, and to maintain good health. This is to be accomplished by means of participation in physical education classes and in an intramural sports program. We also plan to teach the values associated with competitive games and sports.

Two physical education teachers (one at each school) and two aides will carry out this activity.

OTHER—SPECIAL ACTIVITIES FOR HANDICAPPED CHILDREN

Thirty-six children will participate in two classes of special education. The I. Q.'s of these children range from 50 to 75. These children will span three grade levels—6th, 7th and 8th. This will supplement a program already in existence.

There will be a need for two special education teachers, one at each school, for the two special education classes mentioned above.

CLOTHING SERVICE

This activity is designed to reach those children who are forced to stay out of school due to insufficient clothing. The home-school counselors at each school will secure clothing for eligible students referred by teachers and principals.

GUIDANCE

A guidance counselor will be employed for each school and will offer assistance in areas of vocational and educational guidance. His duties shall include group and individual counseling for students, parents, and teachers. The guidance counselor will also assist in the coordination of the testing program for the schools.

HEALTH—DENTAL and HEALTH—MEDICAL

A full-time registered nurse will be employed to divide her time between the qualified schools.

On the basis of a complete dental examination (volunteered by local dentist) and teacher screening, she will arrange to refer qualified students needing corrective procedures to the dentists of their choice. Correction is carried out on the basis of priority—the urgency of the need.

The nurse will refer students needing medical attention or corrective procedures to the doctor of their choice. Daily observation and screening will be conducted by the teachers and the school nurse. The nurse will work closely with the personnel of the local health department.

LIBRARY SERVICE

This activity will do much to enhance the program and curriculum at this school (grades 1-12). The additional space will help relieve the overcrowded conditions that exist throughout the unit. The elementary children will now be scheduled a time in the library. Additional books, magazines, and resource materials will afford enrichment and knowledge for these children.

A clerical assistant for the librarian has been added to assist in the expanded library program.

SCHOOL SOCIAL WORK

A home-school counselor will be employed at each qualifying school and will serve as a liaison agent between the school (teachers) and the parents of the children involved in the project. He will work directly with potential dropouts, children with a poor attendance record, and other problem children. He will serve generally as a good will ambassador and will assist in providing clothing for needy children.

Title

Project MILES, More Initative in Localizing the Educational Syndrome

Project Budget

$673,997

Children in Project and Grade Levels

4,200	1-12 and ungraded

ESEA Staff

91

ART

Through the art program we hope to give the disadvantaged children an opportunity to create, to learn, to discriminate, to make choices in good taste, to discover that art is closely integrated with daily life, and to develop techniques and skills in free expression. All educationally disadvantaged students within the qualifying schools will participate.

BUSINESS EDUCATION/OFFICE OCCUPATION

Office practice is a one year course in clerical office practice and office machines. The course will consist of the following elements: handling cash, banking, preparing payrolls, filing systems, keeping records, handling the mail, telephone and telegraph services, using adding and calculating machines, voice writing equipment, duplicating equipment, solving problems in typewriting, composing letters, meeting the public, improving personality, and job finding and job success.

CULTURAL ENRICHMENT

By means of films and other audiovisual instructional media, we shall provide enrichment experiences which are not available to the deprived child from other sources.

At a centrally located Communication Skills Center a basic film library of 890 16mm films will be stored, cleaned, inspected, repaired and distributed three times weekly to participating project schools.

The 11 project schools will have top priority in use of films and other educational/audiovisual media provided in the Center; community action agencies will have second priority; the eight non-project schools third priority; and adult education classes, community and civic groups fourth priority.

At no additional cost inservice training classes and audiovisual workshops will be held by the director of audiovisual education and his staff, both in the Communication Skills Center and in the respective project schools during the school year. Such workshops will include the use of audiovisual equipment, planning and producing audiovisual materials, and projection techniques.

LANGUAGE ARTS (Team Teaching)

The language arts specialist (team teacher) will assist teachers in the re-designing of the curriculum, as well as re-designing of the methods of instruction used with children of varying backgrounds and abilities; assist teachers in the way students are grouped for instruction so that better provisions can be made for individual differences; assist teachers in using technological and other learning resources more effectively; and assist teachers in improving professionally. Approximately 50 percent of the specialist's time will be devoted to actual instruction in classroom situations.

In eligible schools, one specialist will be assigned to primary teachers and one to elementary teachers. A high school reading specialist will be assigned to schools with the highest concentration of educationally deprived children.

MUSIC

The music program in the elementary schools of Wayne County for 1967-68 is planned so that every participating child will acquire an understanding and appreciation of music and will learn to interpret, enjoy, and participate in music activities.

Music experiences will include vocal training

through various singing experiences, listening and cultural appreciation, creative rhythms, reading music, playing musical instruments, actual performances, correlation of music with subject materials, organized rhythms, folk dances and singing games.

One of the high points in the music program will be the performance by the North Carolina Symphony Orchestra. Students and teachers will study the music and composers represented on the program in order to increase their understanding and enjoyment of the music.

A band program for students in grades 7 and 8 is proposed to add enrichment to the regular music program.

PHYSICAL EDUCATION

The ultimate aim of physical education is to provide opportunities for the individual to develop, so that he or she may live efficiently and happily in society and contribute toward its improvement.

With the emphasis on physical fitness and the lack of exercise on the part of the pupils, a well-rounded health and physical education program is a necessity. Every boy and girl can be helped to achieve and maintain lasting fitness through sound programs of health and physical education.

The health and physical education coordinator will provide for the following services:

- **Help coordinate all health and physical education programs in Wayne County Schools, grades 1-12 inclusive, that are eligible under Title I, ESEA.**
- **Serve as a consultant in grades 1-12, working with teachers and pupils, and emphasizing the drastic need for a worthwhile, well-rounded health and physical education program.**
- **Set aside time each week for teacher-coordinator conferences.**
- **Write a curriculum guide both in health and in physical education for grade levels 1-8 for the teachers of the qualified schools.**

OTHER—GENERAL ELEMENTARY EDUCATION

In an effort to improve our elementary education program, we shall bring to children richer learning opportunities by keeping classes small, by providing teacher aides, additional librarians and library aides, and by acquiring programmed and multi-level instructional materials. We shall also plan a summer program to help the underachiever.

FOOD SERVICE

Approximately 238,470 free lunches, at an average of 25¢ per lunch, will be served to the most economically deprived and educationally disadvantaged children attending classes at the qualified schools. Also, economically deprived children who are transferred from qualified schools to non-qualified will also benefit.

GUIDANCE

In this time of great social change there is a need for assistance and information concerning some of the many decisions that face the individual.

The counseling services will be responsible for the following:

- *Individual inventory service:*
  This will help a student learn more about himself, his capabilities and his limitations through counseling and interest inventories. The counselor will administer tests and interpret the test results to parents, students and teachers.
- *Information service:*
  This is to provide and make accessible to students all the information possible for them to study so that they may make more intelligent choices and decisions.
- *Counseling service:*
  This will be available to referrals as well as students who come voluntarily and will assist the student in securing the information he needs.
- *Placement:*
  The counselor will become familiar with the labor situation and be equally concerned with the students who will enter the labor market as with the college bound students. The counselor will, as far as possible, make arrangements for the students to visit various industries and make job applications. The counselor will also assist the college bound with applications for college admission and scholarships.
- *Follow-up:*
  At the close of the year 1966-67, a follow-up of the graduates for the years 1964-67 (3 years) will be made to help evaluate the success or failure of the guidance program.

HEALTH SERVICES (Medical and Dental)

The role of the nurse in the school setting is to assist faculty members in obtaining and maintaining maximum health for children. This involves knowledge of the children's physical, social and emotional needs, and referral of the children to the correct source of care. It also involves assisting teachers with special units in health education.

PSYCHOLOGICAL SERVICE

The school psychologist will serve in an advisory capacity to school personnel and will perform the

following functions:

- **Make an intensive individual psychological study of children upon referral by teachers, administrators, counselors, and other school personnel. This study will include individual intelligence testing; evaluation of specific learning difficulties, especially in the area of reading; and evaluation of emotional problems.**
- **Use the above study to diagnose educational and emotional problems, to identify exceptional children, to make recommendations, and to collaborate with school personnel in planning educational placement and programs for these children.**
- **Make referrals to the proper agencies of problems which are beyond the scope of the school personnel (referrals to mental health clinics, special schools, physicians, psychiatrists, etc.).**
- **Serve as a consultant and resource person to teachers and administrators on problems related to special education, curriculum, instructional methods and techniques, group tests, counseling and guidance, and pupil personnel policies, so that the adjustment of the individual child in the school setting is enhanced.**
- **Develop ways to facilitate the learning and adjustment of children, so that each child can be helped to work at a rate and level commensurate with his potentialities.**
- **Plan and coordinate the group testing program, the greater portion of which involves achievement and intelligence testing, and use the results of this testing in an evaluation of the educational program and of the Title I project.**
- **Be responsible for the gathering of data and the coordination of the evaluation of the ESEA, Title I project.**
- **Encourage and initiate research and help to utilize research findings for the solution of school problems.**

SCHOOL SOCIAL WORK

The primary function of the school social workers will be to enlighten parents as to the educational program and to enlist their assistance. The social workers will visit all homes of students referred by staff members and teachers. They will collect facts and examine all problems in all situations that could handicap the child in educational progress.

GOLDSBORO CITY BOARD OF EDUCATION

Project No. 68-0084

Title
Basic Reading Skills, Physical Education, Developmental Program

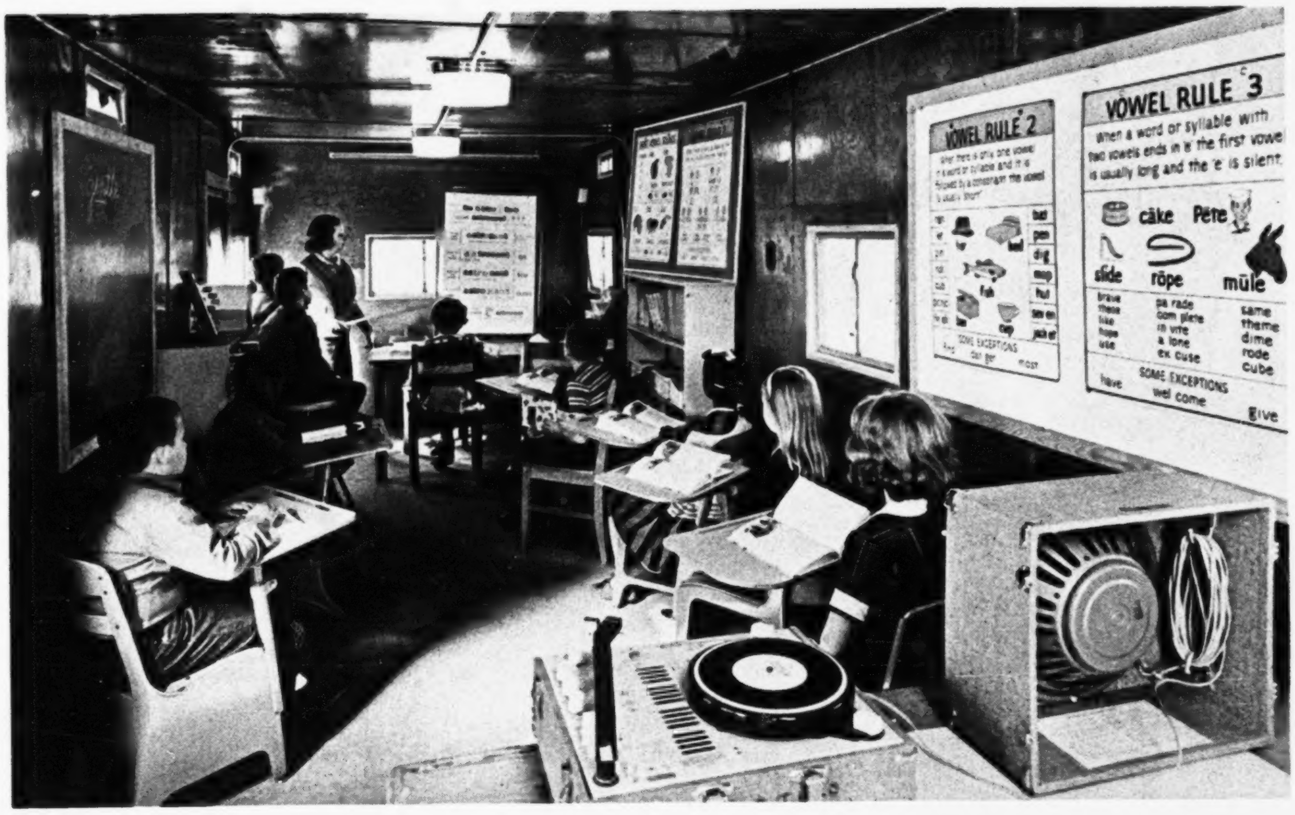
Project Budget
$267,404

Children in Project and Grade Levels
2,298 1-12

ESEA Staff
55 (plus 363 whose salaries are not paid by Title I funds)

ART

The students in grades 1-6 in the project schools will be given a course in general art and art appreciation as a means of expressing and communicating what the child knows and feels about himself and his world. The child will be given an opportunity to become more aware of and to explore the beauty of line, form, color, and texture in his surroundings. The child will be helped to develop skills through the use of various materials and tools.


VOWEL RULE 2
VOWEL RULE 3
When a word or syllable with two vowels ends in e the first vowel is usually long and the e is silent
cāke Pēte
slīde rōpe mūle
SOME EXCEPTIONS
have wel come give

Through art the language arts will be emphasized by providing a variety of materials with which to explore and manipulate in making visual statements; enlarging the child's vocabulary by introducing the terms and materials used in art work; involving the child in research in order to enlarge his knowledge of periods, costumes and background information of art work; arousing interest in art and architecture of the past and showing its relation to that of the present through the use of written reports, discussion, reproductions, slides, filmstrips, films, and related books; and providing in classrooms and schools a climate where creativity and freedom of expression and thought may flourish.

ENGLISH—READING

Students who have a normal or better range of I. Q., and who have a reading difficulty which has them reading from 6 months to 1 year behind grade level will be selected from grades 3, 4, 5, 6, 7, and 9 in the project schools. These students will be taken at their current level and taught reading habits, methods, and fluency by the use of State adopted texts, supplementary textbooks, library books, Reading Improvement Kits (SRA), audiovisual materials, art, and music. Emphasis will also be placed on other language arts skills including listening, grammar, writing, and speaking.

The staff members will conduct special reading classes in the various project schools during specified periods when the selected children will not be missing other academic work. These students will continue with their language arts skills at the regular grade level. Classes will be limited in size to 10 or 12 students. The reading teacher will be used to complement the work done in the regular homeroom class. As students show improvement in the reading program, and reach grade level, they may be replaced in the program by others who need this type of training. Materials, methods and equipment include a large variety of books on various levels, films, filmstrips, projectors, vocabulary builders, phonics instruction, overhead projectors, Percepta Matic control readers, charts and reading laboratories (SRA).

MUSIC

The students in grades 1-6 in the project schools will be given a general music program designed to give each child an opportunity to develop a love for and an understanding of music. Through a well balanced program of several phases of music education which includes singing, listening, rhythm response, creative activities, instrumental opportunities, and introduction to notation, provision will be made for individual differences. The early musical experiences of children may determine their future attitude toward music and desire for it.

Through music the language arts will be emphasized by using proper enunciation in singing; encouraging interest and knowledge of vocabulary through the use of musical terms; developing a "literary technique" by writing about songs, activities, and composers they discuss in music; encouraging research by means of written assignments on the lives of famous composers and music customs; and stimulating an appreciation of music so each child finds some enduring satisfaction and happiness through music which he may enjoy after his school days are ended.

PHYSICAL EDUCATION

It is felt that many of our staff members feel insecure in physical education because they lack adequate preparation. This results in resorting to outdated programs and methods. It is our intention to use qualified personnel to conduct inservice training for the teachers. We also plan to utilize outstanding senior high school students to assist our elementary teachers in the field of physical education. It is felt that with proper planning and coordination greater access to available equipment and supplies will result.

CLOTHING SERVICE

Necessary clothing for the individual students will be provided after a visit to the home, and a report has been made of the investigation by the social worker.

FOOD SERVICE

Deprived children, who are selected from the student body as a result of a survey and recommendation of the principal and homeroom teacher, will be served free school lunches. In cases where need cannot be firmly established through these sources, the ESEA social worker and/or guidance counselor will make an independent investigation.

GUIDANCE and COUNSELING

A professional counselor is available to students in the program. The counselor helps the student in solving his problems—academic, personal, and social. The counselor is also in charge of the standard testing and is available to parents and faculty members for conferences.

DENTAL SERVICE

Local dentists are cooperating in the program. Appointments are made after the student is checked by the school nurses to determine if dental work is necessary, and a report is secured from the social worker.

HEALTH APPRAISAL

Each student in the program is checked by the school nurses as to height and weight. Their eyes are tested, and any checkable defects noted. Appointments are made with cooperating local medical doctors after need for medical care has been established.

Local doctors will report to ESEA the amount of work necessary and the amount of work which is done. It is estimated that approximately 10% of the essential work can be done through ESEA funds.

SCHOOL-HOME SOCIAL SERVICES

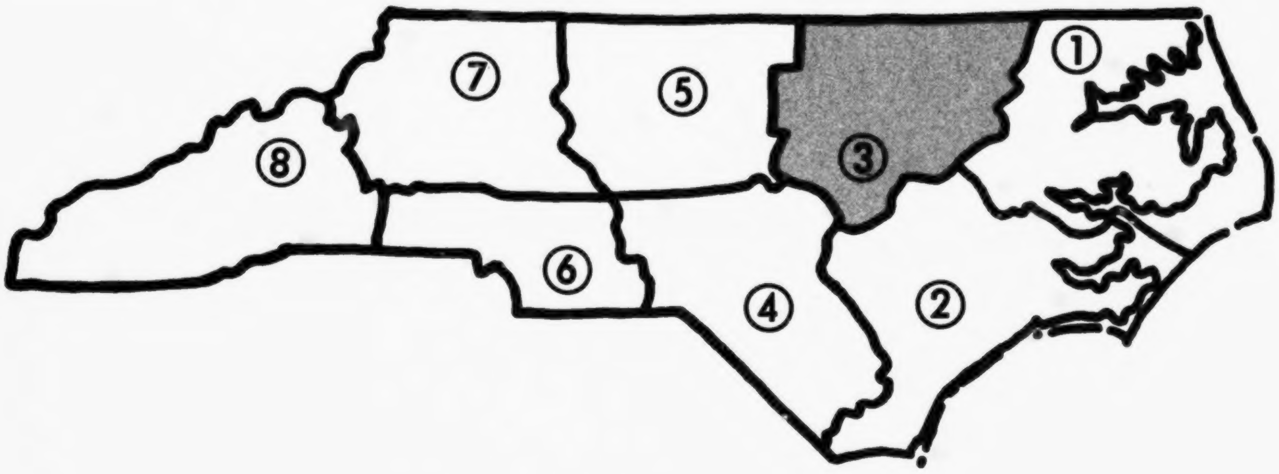
A social service worker is included in the program to work with the families and children, and to make the necessary investigations and reports. Children who are in need will be furnished with the necessary article of clothing, etc. that will enable them to attend school regularly. Deserving cases which cannot be handled by ESEA can be referred to other sources for possible help.

OTHER—DIRECTOR OF AUDIOVISUAL EDUCATION

The general objectives of the Department of Audiovisual Education will be as follows:

- To offer to each school in the administrative unit a film clinic for students. This clinic is to be held after school.
- To coordinate effectively the reserving, booking, and delivering of all audiovisual materials located at the central office.
- To organize and supervise the administration of the total audiovisual program for the city system.
- To assist teachers in the operation of audiovisual equipment.
- To update and upgrade all audiovisual materials and equipment.
- To inventory equipment periodically and keep a constant check on its condition.
- To help teachers make use of audiovisual resources.

TITLE I PROJECTS APPROVED FOR 1967-68



THIRD EDUCATIONAL DISTRICT

DURHAM COUNTY SCHOOLS
DURHAM CITY SCHOOLS
EDGECOMBE COUNTY BOARD OF EDUCATION
TARBORO CITY BOARD OF EDUCATION
FRANKLIN COUNTY BOARD OF EDUCATION
FRANKLINTON CITY BOARD OF EDUCATION
GRANVILLE COUNTY BOARD OF EDUCATION
HALIFAX COUNTY BOARD OF EDUCATION
ROANOKE RAPIDS BOARD OF EDUCATION
WELDON CITY BOARD OF EDUCATION
JOHNSTON COUNTY BOARD OF EDUCATION
NASH COUNTY BOARD OF EDUCATION
ROCKY MOUNT CITY SCHOOLS
NORTHAMPTON COUNTY BOARD OF EDUCATION
VANCE COUNTY BOARD OF EDUCATION
HENDERSON CITY BOARD OF EDUCATION
WAKE COUNTY BOARD OF EDUCATION
RALEIGH PUBLIC SCHOOLS
WARREN COUNTY BOARD OF EDUCATION
WILSON COUNTY/ELM CITY BOARD OF EDUCATION
WILSON CITY BOARD OF EDUCATION

DURHAM COUNTY SCHOOLS

Project No. 68-0070

Title
Development of Competencies Through an Enriched Program of Instruction

Project Budget
$240,000

Children in Project and Grade Levels
1,740 K-12 and ungraded

ESEA Staff
45 (plus 629 whose salaries are not paid by Title I funds)

ART and MUSIC

Personnel and materials for improving basic skills and appreciation in music and art will be employed at four of the qualifying schools: Highland, Little River, Merrick-Moore, and Pearsontown. Art teachers for Merrick-Moore and Little River will be employed. Three music teachers will be secured, one for Merrick-Moore, Highland and Pearsontown. Appropriate equipment, supplies, and materials for a program of instruction in the above mentioned schools will be purchased.

COMMUNICATION SKILLS

Diagnostic testing will be used to identify specific difficulties, particularly in the area of communication. Effective techniques, materials, and personnel to alleviate deficiencies and/or enrich and develop skills in identified areas will be employed. Specific examples follow:

Reading teachers will be employed at Carrington, Highland, Githens, Lakeview, Merrick-Moore, and Southern. These teachers will work with selected groups of students as well as with the teaching staff to improve reading skills.

A reading coordinator will be employed. This coordinator will evaluate and supervise the current program and will work with teachers in target schools to improve the entire reading program.

OTHER—KINDERGARTEN

Personnel, equipment, and materials for a kindergarten program which will overcome the total unpreparedness of children to attend school, will be continued at Little River. Three teachers will be employed for this part of the project.

Approximately 60 children will participate in three kindergarten classes five days per week for 36 weeks.

OTHER—SPECIAL EDUCATION

A general supervisor will be employed to assist the special education teachers in our project schools. This supervisor will evaluate the current program and plan for an expanded program to include additional levels of instruction. The supervisor will supervise the teachers in making needed curriculum revisions and

in selecting instructional materials. The supervisor will be capable of offering valuable assistance in identifying and evaluating children with special learning problems. There are over 250 children who are considered in need of this special attention. She will work very closely with the director of guidance in testing matters.

Appropriate instructional materials and equipment will be purchased to carry out the project.

OTHER—REDUCTION OF CLASS SIZE

Two additional teachers will be employed to reduce the teacher-pupil ratio at the elementary level in two of the most deprived areas: Little River and Lakeview.

OTHER—TEACHER AIDES

Teacher aides will be employed for each of the target schools. These aides will be limited to nonprofessional duties, which will permit teachers to work with individuals and small groups. Procuring equipment, helping with lunch supervision, and performing routine clerical duties will constitute a part of their services.

FOOD—LUNCH

Free lunch will be provided for 100 students per day in grades 1-12. Such lunches are available in all target schools. Sixty free lunches per day are provided for kindergarten students at Little River.

GUIDANCE COUNSELING

Personnel will be employed to coordinate the home-related aspects of the project in order to make it possible to diagnose, with more accuracy, the educational needs of disadvantaged children and thus interpret these needs to the school. In addition to these home-school coordinators, who will be employed for Little River, Merrick-Moore, and Pearsontown-Highland (shared position), an additional guidance counselor will be employed at Carrington. As Negro children move from a segregated school into an integrated one, they have special needs and require additional services to make a successful adjustment. These home-school coordinators, working with guidance counselors, will expand and refine the relationship between the home and the school.

CLOTHING SERVICE

Clothing will be purchased for the students, in the target schools, who need it in order to attend school. Recommendations are made by the classroom teacher, principal and home-school coordinators.

HEALTH SERVICE

Health services will be provided for all eligible students in the target schools. Health cases will be recommended by the teachers, principals, and home-school coordinators in an effort to improve the students' general health and attendance in school.

LIBRARY SERVICE

A full-time librarian will be secured for Carrington, Merrick-Moore, Bragtown, and Little River. Three library aides will be shared by the target schools. With the addition of instructional materials and equipment, it will be impossible for the librarian, who is already engaged in full-time activities, to render unaided the additional service that this project will necessitate.

PSYCHOLOGICAL SERVICE

Food, clothing, and health services will be made available to the most deprived children in order to help them overcome handicaps that may impede learning.

One hundred and fifty students will receive psychological services, mostly psychological testing.

SCHOOL SOCIAL WORK

Three home-school coordinators will be employed to work with children from deprived homes. The home-school coordinators will assist the child and his parents to overcome environmental problems.

TRANSPORTATION SERVICE

Transportation will be provided for three kindergarten classes, serving approximately 60 students at Little River School.

OTHER—INSERVICE TRAINING

An intensive inservice program is planned for training teachers in methods and techniques of instruction and in the use of materials. Consultants will work with teachers individually and in groups.

DURHAM CITY SCHOOLS

Project No. 68-0095

Title
Communication Skills Improvement Project

Project Budget
$338,134

Children in Project and Grade Levels
2,454 1-9

ESEA Staff
72 (plus 7 whose salaries are not paid by Title I funds)

CULTURAL ENRICHMENT

Regarding the teaching of the deprived child, we are aware that no amount of emphasis on communication skills alone is sufficient to reach the whole child. Coming from a home where he has been cut off socially and economically from culturally rewarding experiences which children entering school customarily possess, he must have some introduction to music and song, color and shape, the fact and fancy of story tales, and the prose of history before his inner being can be reached. Starting with our first project, we have kept this need in mind and have tried to interweave rich cultural experience throughout the fabric of his learning process in such a way that the child acquires, along with the ability to read and write, some acquaintance with music, art, play, and the humanities.

Placing full emphasis on cultural enrichment in our two past summer programs, we attempted to purchase such visual sound and play equipment as would project to the best advantage the films, filmstrips, recordings, pictures, and other cultural media made available to us under Title I. With these instruments on hand, plus our growing store of good books, our coming school year is so designed that part of each day's activities will be devoted to giving each child the opportunity for understanding and appreciating the cultural and historical heritage of his newly discovered world.

Since the arts are one of man's oldest means of communication, it is felt that through his participation in such experiences the inner child can be reached and that he can be guided patiently and effectively toward greater educational opportunity. This service will be offered to the non-public school which requested remedial reading services.

ENGLISH—READING

Twenty-four teachers who are qualified in the area of reading will be assigned to target area schools to work with the pupils who are having difficulties in reading. Remedial reading services will be offered to the non-public school which requested it.

All reading teachers will be expected to attend normal inservice training sessions during the year as a part of their teaching assignments. In addition, a reading workshop is planned for the 24 special reading teachers during the summer months. Attendance will be required and the teachers will receive a fee for each day attended. Since this workshop will continue for approximately one week, an estimated amount of $1,200 is required to cover these fees. The additional fee for a recognized authority in the field of reading, employed for part of the workshop, should bring the cost of the workshop to approximately $1,500.

OTHER—SPECIAL EDUCATION

As a result of the evaluations that were done by the director of special services in last year's project, there was evidence of a need for additional classes in special education to provide instruction for those children who have been identified as mentally retarded. Since the State Department of Public Instruction was unable to allocate any additional teachers, we have budgeted two teachers to take care of the unmet needs of the mentally handicapped children in two of our target area schools.

OTHER—CLERICAL AIDES

One clerical aide will be assigned to each of the 11 target area elementary schools to serve as clerical aides to the teachers. These teacher aids will help the teacher in preparing stencils, mimeographing, and performing general clerical duties.

ATTENDANCE SERVICE

An innovation in the ESEA, Title I program for 1966-67 was that of providing a half-time visiting teacher aide for target elementary schools. In the 1967-68 school year, we hope to continue this policy by providing 11 visiting teacher aides for the target schools. These positions will be filled by women who are residents of the neighborhood in which the schools are located. They will work under the supervision of the Title I social worker. The attendance pattern of many children coming from disadvantaged homes is erratic due to serious family difficulties. Experience shows that school-home visitors can direct parents to appropriate resources for meeting some of their needs. They can also discuss with the families other matters which are preventing the children from taking fuller advantage of the educational opportunities available to them. Visiting teacher aides are expected to inform teachers and principals of parental attitudes and home conditions which are influencing the child's response in the classroom.

FOOD SERVICE

The physical condition of a hungry child must be improved before he can benefit to the fullest extent from participation in various project activities. Working in cooperation with other local food services to avoid duplication of service, we hope to provide food for those children from attendance areas showing the greatest incidence of poverty. Available funds for food service will be concentrated on three schools whose percentage reveal the most children from low income families.

GUIDANCE and COUNSELING

Five guidance counselors will be assigned to the target area schools to supplement the work that is now being done by the counselors in these schools. These counselors will assume all the duties and functions that are normally performed by counselors.

LIBRARY SERVICE

Additional full-time librarians will be employed so that each target school will have a full-time librarian. Six library aides will be employed to work under the supervision of the director of libraries. These aides will process and catalog all the books, thus providing the librarian more time to work with the pupils and with the teachers.

PSYCHOLOGICAL SERVICE

The director of special services and the supervisor of reading will be responsible for the testing program that is a part of the ESEA program in the target area schools. The testing program is designed to complement the regular testing program and will include individual tests and achievement tests in reading for those enrolled in reading classes. The director will work with the principals and teachers in identifying pupils who have academic and emotional problems. She will also coordinate the special education classes.

SCHOOL SOCIAL WORKER

The social worker will work with the director of special services, the Welfare Department, and other community agencies. Students will be referred by principals and teachers. The social worker will work with the individual pupils and with parents and will refer them to the proper community agencies. She will direct the work of visiting aides who will work as home-school coordinators.

OTHER—INSERVICE TRAINING

Inservice training will be offered during the school year to provide teachers with new experiences and with current information.

EDGECOMBE COUNTY BOARD OF EDUCATION — Project No. 68-0024

Title
Improved Reading Skills

Project Budget
$706,574

Children in Project and Grade Levels
5,672 K-12 and ungraded

ESEA Staff
127

ART

The great masters and their famous works have almost been packed away; but in order to create a total program in the upward movement for the economically deprived, the great things in the past and present must be brought forth so they can be examined, understood and appreciated.

Psychologists tell us that one of the best ways to get someone to express his innermost feelings, is through nondirected art experiences—finger painting, doodling, spatter-painting. Certainly, better rapport has been established when better understanding is gained, regardless of how the goal is reached. Art is sometimes a means of expression when words fail to communicate the exact meaning.

Art provides many items that the economically deprived have not had the pleasure to work with; to learn the feel of; to realize the thrill of in free expression; to have the sheer joy of handling. Anticipation is suspenseful as the program is enlarged and continued.

All schools will be visited by an art supervisor, at the beginning of the program, to assess the needs of teachers and students. Lists of materials needed will be drawn up from these visits, and consumable items ordered. These items will include: tempera paint and wax crayons in the compound colors; watercolors and brushes; fadeless or multi-purpose art paper; modeling clay. This is the basic list to be ordered, for each school, according to the number of pupils per class. In addition, consumable supplies desired by individual schools will be ordered.

Workshops will be held for all 130 teachers, grades K-8. In these workshops, the concept of allowing the child to express himself in original terms will be stressed. Background, including phases of a child's art development, will be explored in light of motivating, guiding and evaluating art periods. New techniques and how to correlate art with subject matter will be brought under consideration.

Individual classroom demonstrations will be held in each school with teachers from neighboring grades observing techniques and motivation methods.

Art exhibits will be arranged in all nine schools with each child displaying an original illustration of a story or book which he has read. These exhibits will be held during the last weeks of the school year.

CULTURAL ENRICHMENT

Home-school-community coordination to improve home environment is greatly needed in Edgecombe County. The greatest educational disadvantage of the deprived children of Edgecombe County is the lack of experiences of sufficient depth and breadth for them to relate to the physical, industrial, economic, social, recreational and cultural activities dealt with in the printed materials which they encounter in their school instruction.

In order to enrich the backgrounds of the educationally deprived children and their parents, we plan field trips to include community resources, as well as those in other areas. We plan also to utilize art exhibits, transportation experiences, and others, believing that such activities will result in the development of the communicative skills, increased motivation, improved self-image, and a broadened cultural background.

We plan the involvement of parents in individual and group conferences, adult education programs (which are now in progress in our schools), and parent-teacher conferences where parents, with problems common to the educationally deprived, can discuss and solve such problems. The parents will also be informed about school policies and regulations. This will help them to understand better the school and its activities.

With a planned program to upgrade social and cultural experiences, we will see a decrease in absenteeism, an increase in academic achievement, and an increase in parental understanding.

ENGLISH—READING

A need for the improvement of reading skills is shown by the county-wide testing program. Test scores, the large number of repeaters, and the above average dropout rate show the need for remedial services. A planned program which will identify needs, develop better teaching methods and techniques, provide a variety of learning experiences, group realistically, and experiment with newer organizational plans and methods is greatly needed. A reading supervisor and nine remedial teachers will be employed to help plan, develop, and operate our program.

Workshops will be planned and conducted by the supervisor or consultants to show how practices new to our system (such as team teaching, nongraded structure, library services for remedial instruction, and guidance services at the elementary level) will help the educationally deprived child.

Instructional materials at various reading levels will be collected to meet the varying remedial needs of the educationally deprived child.

Consultant and supervisory services will be planned to help teachers develop techniques and instructional materials suitable for special cases involving a particular deprived child.

The reading supervisor, with close cooperation of the teachers, will diagnose reading difficulties and, cooperatively, they will plan corrective procedures.

Grouping for remedial reading classes and special tutorial services are important in eliminating the reading difficulties of some of the deprived children. This is especially needed for those whose performance is not up to their grade level of achievement.

OTHER—KINDERGARTEN

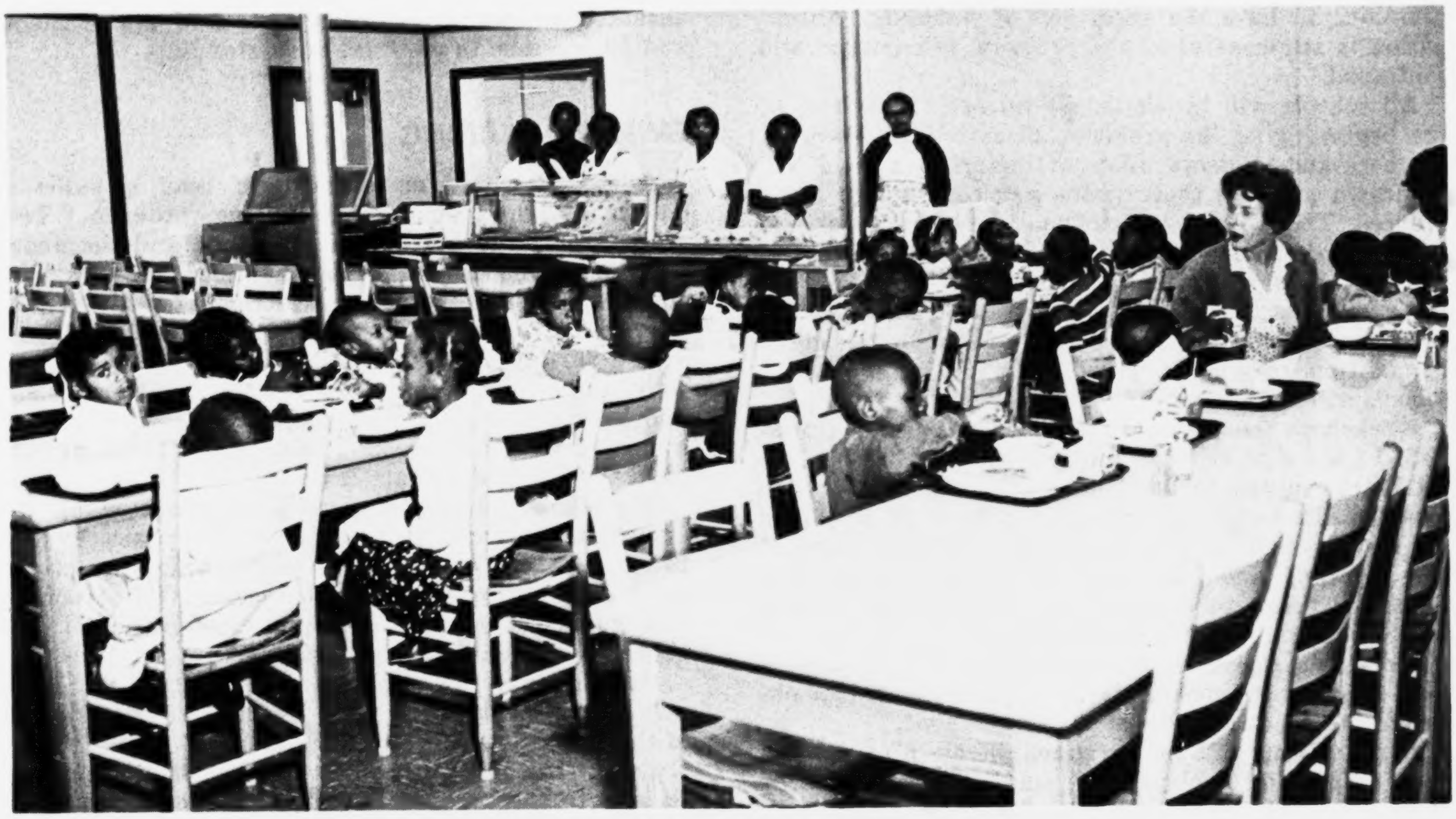
This program will involve approximately 225 children, five years of age, in the target schools; the services of nine teachers and nine teacher aides. Four relocatable classrooms will be needed, one each at Phillips, Living Hope, Carver and Coker Wimberly. Facilities are available in the five remaining schools. Eighteen primary tables and 198 primary chairs will be needed in order to put the program into operation.

Since the principal objective of this program is to improve the mental processes of these children, supporting services such as psychological, health, and food, will be made available.

Transportation and out-of-school activities and educational trips will be provided.

OTHER—TEACHER AIDES

To improve reading skills, we plan to employ approximately 79 teacher aides to work in grades K-8. The use of the teacher aides will relieve the teacher of clerical and other routine duties.



FOOD SERVICE

Since 85% of the deprived children come from homes where the income is less than $2,000, and since 80% of these children bring no lunch to school, we need to provide many lunches. The ESEA food service program will have four main areas of concern.

- **A school food service supervisor will be provided to assist in planning for the child's daily nutritional needs.**
- **School food service equipment and supplies will be provided according to need in existing food services facilities to serve all eligible pupils.**
- **Training for personnel will be provided through workshops during the year.**
- **ESEA will provide lunches through financial assistance for approximately 5,300 pupils in grades K-12.**

HEALTH—DENTAL and HEALTH—MEDICAL

The school health program includes those services rendered school children to protect and improve health, including health appraisal procedures by teachers and nurses, health examinations by physicians and dentists, follow-ups to get correction of remediable defects, adjustments of the school program to defects that cannot be corrected, procedures for the control of communicable diseases, and the care of emergency illnesses and accidents.

Health instruction will be designed to provide pupils with learning experiences for the purpose of influencing knowledge, attitudes and practices relating to individual, community, or world health.

Two full-time registered nurses, under the auspices of a medical supervisor, will be used to assist the involved agencies in carrying out this program.

LIBRARY SERVICE

The involvement of this program in the school curriculum makes it totally dependent upon the support of the school officials and the library supervisor. The evaluation of this program will be in terms of achievements in the total instructional program.

Each librarian will teach the pupils, at each grade level, and their teacher how to use books—contents, index, bibliographies. Instruction in the use of the card catalog is a must in order to save time and to prevent a lapse of the interest and attention span. Another time, interest, and attention preservative is knowledge of the standard classifications and the shelf arrangements.

Some of the teachers have felt, and so have some librarians, that the library belonged to the librarian; it is her sole duty to make all selections and purchases. This feeling is being greatly reduced as cooperative efforts are being incorporated for upgrading each library. The library needs to become the truck of education with both students and teachers able to go from limb to limb until they find the fruit for which they are searching, and then to be able to sit quietly in an attractive haven to nibble that morsel for information or sheer pleasure.

PSYCHOLOGICAL *(Includes Testing)*

A psychologist (consultant) will help in the evaluation of our program and also assist the instructional staff in making and implementing plans to improve the curriculum and the instructional program in the target schools.

SCHOOL SOCIAL WORK

Home-school-community coordination is necessary since the educational needs of the deprived children of Edgecombe County are an outgrowth of the subcultural and economic environment of which they are products. This environment is characterized by poor motivation, weak desire, and little interest in education. The chief goal of these children is survival. In this atmosphere, unfavorable attitudes toward social, educational, and cultural activities develop. Welfare records, health records, school records, court records, and a community survey, show that from this group come most of the unwed mothers, juvenile delinquents, school dropouts, and the uneducated, unemployed youth.

We know that hunger, inadequately clothed bodies, and physical ailments, are detrimental to the learning processes our schools are trying to develop. These basic needs must be met if we are to meet with any degree of success in upgrading the academic level of these deprived children. Since these problems originate in the home, we propose to employ coordinators who will maintain direct contact with the home. These coordinators will bring about a better understanding and a closer working relationship among school personnel, community agencies, and the home. This interaction will bring about better attendance, will lessen the dropout problem, and will upgrade the present living standards.

TRANSPORTATION SERVICE

Since the kindergarten program is not a part of the public school system of North Carolina, in providing this program ESEA must reimburse the State Board of Education for transportation provided for these children. Approximately 225 kindergarten children will use the school buses. Insurance, also, has to be provided for the kindergarten children who use the buses.

OTHER—INSERVICE TRAINING

At the end of the year when reports were being formulated, it was learned that teacher record-keeping is quite inadequate. Good records are a must for bringing together all information collected through various means in order to have a significant evaluation. An interest has to be developed in collecting, recording and studying many types of information. A need for someone trained in record-keeping and interpreting was sensed. To meet this need, a guidance person will be called in for consultation and demonstration.

Much correlation is needed for a better program to enrich experiences and to enlarge the intellectual horizon of the deprived children. Audiovisual aids help to plant indelibly many facets of the curriculum; therefore, each teacher needs to learn how and when to use each aid that is available. These aids are not just tapes, slides, film and records, but art and music also. Perhaps the most taken-for-granted and the richest area is the library. Good librarians are needed, but each teacher must also be a librarian to a certain extent. She must know the general contents of her local library and how to find materials in order to help her students find the necessary information for further developing an inquisitive mind. The inadequacy of some of our teachers was expressed and demonstrated, but there is an enthusiastic interest in securing the necessary assistance.

Title

A Project to Improve the Communicative Skills of Educationally Deprived Children

Project Budget

$142,433

Children in Project and Grade Levels

1,093	K-12 and ungraded

ESEA Staff

35 (plus 14 unpaid volunteers)

ART

To enhance cultural experiences, we propose to continue the employment of an art supervisor to work with teachers in planning, coordinating, and conducting activities that provide for a continuing exposure to and appreciation of art. Art is recognized as a method of communicating ideas, emotions, and responses to different stimuli; therefore it becomes an integral part of a project for improvement of communicative skills.

All teachers of grades K-6 (approximately 33) will attend workshops and/or training sessions conducted by the art supervisor. These teachers will then be better able to continue with the students' art activities and experiences initiated by the supervisor.

All students in grades K-6 (approximately 850) will participate in and benefit from this activity.

ENGLISH—READING

Because of the importance of reading in the overall project for improvement in the communicative skills, we deem it imperative that we continue close supervision of all reading activities in grades 1-8.

Duties of the reading supervisor will be to assist and lead teachers in planning, developing, and evaluating long-range programs; to assist in evaluating and selecting materials; to demonstrate techniques for teachers; and to aid with the development of curriculum materials. The reading supervisor will also provide direction and guidance for those persons responsible for carrying out the testing program.

OTHER—KINDERGARTEN

Because the very disadvantaged children, from the lowest socio-economic level homes, start school with the greatest deficiencies in educational readiness, we have, for the past two years, had 2 kindergarten classes with approximately 20 children in each class. A comparison of last year's first-graders who had the kindergarten experience with those who had not, showed that this is a good method to assure greater readiness for first grade work and greater progress on the part of the students.

The success of the kindergarten program has been so remarkable that we propose to continue it for this third year of our Title I project.

Children will participate in this activity approximately 4 hours per day.

OTHER—TEACHER AIDES and OTHER SUB-PROFESSIONAL HELP

One teacher aide will be assigned to each teacher in grades K-3 at both Princeville School and Pattillo Union School, and each school will have one library aide and one audiovisual aide. These aides will be constantly on duty and under the supervision of the teachers or other staff member to whom they are assigned throughout the regular school hours during the official school term. These aides must, at the least, be high school graduates and must, upon the judgment of the director of the project, meet the educational and personality requirements requisite to carry out their duties capably and efficiently.

Two teachers from grades K-3 will receive inservice training to familiarize them with the types of duties aides may perform and with ways in which teachers may use to advantage the extra time derived from their being relieved of many routine and nonprofessional tasks. Seventeen teachers who will have aides have already received this inservice training, since they are returning teachers who have participated formerly.

OTHER—REDUCTION OF CLASS SIZE/ ADDITIONAL TEACHING STAFF

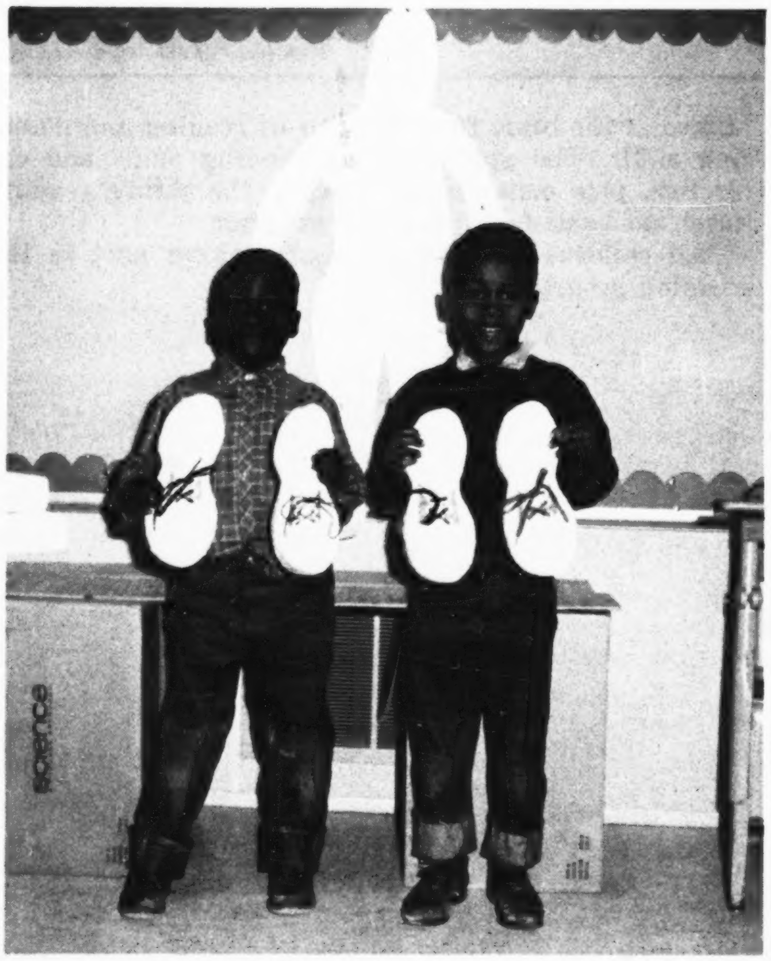
We have, under this program, found that the hiring of two additional teachers in grades 1-3 has helped to provide for more concentrated efforts with the primary level students. The reduced teacher load promotes more effective teaching for these academically deprived children who need more special attention. For these reasons, our plans are to continue the use of these additional teachers at the primary level for this third year of our project.

ATTENDANCE SERVICE

Two home-school coordinators will visit in the homes of participating children to discuss the educational responsibilities of parents, to investigate and determine diet and clothing needs of the children, and to make suggestions for more effective use of the academic and cultural opportunities offered by the public school. They will coordinate their work with school attendance counselors and such community agencies as the Welfare Department, the Health Department, and the Recreation Department.

These home-school coordinators, will hold both individual and group meetings with parents. In these meetings, they will encourage parents to participate in educational and self-improvement activities, and to take an active interest and part in school and community projects. They will explain school policies and regulations and will meet with teachers and parents to help work out problems of the educationally deprived.

Through direct contact and communication with the home, the coordinators can provide invaluable services in establishing better home-school understanding and can help insure the success of the project.



CLOTHING SERVICE

Throughout the regular school year, approximately 200 students from grades K-12 at Pattillo Union School, and approximately 100 students at Princeville School, will be furnished some articles of clothing to make it possible for them to attend school.

FOOD SERVICE

Throughout the regular school year, approximately 130 students from grades K-12 will be served a free lunch at Pattillo Union School and approximately 55 (grades K-8) at Princeville School.

Because Princeville School has no facilities for preparation of food, the hot lunches for the children there have to be transported from a central kitchen at Pattillo School. Heretofore the food has been taken from Pattillo to Princeville in an open-bodied pickup truck used by the maintenance crew of the regular school program. It is imperative that we purchase a panel truck for use in carrying out this phase of the food service in a manner which will be most efficient and which will meet health and sanitation requirements.

HEALTH—DENTAL

Throughout the school year, teachers in grades K-12 at Pattillo Union School and K-8 at Princeville School make referrals to the nurse whenever they feel that there is a possibility that dental examinations and corrections need to be made. After checking these students and talking with their parents, the nurse then makes referrals to one of the local dentists.

Children who have these dental corrections are better off physically and are more socially acceptable to those with whom they are associated.

The nurse, during her visits to homes of the children, tries to impress upon parents the importance of proper care of the teeth and of having defects corrected. The nurse also instructs teachers in the proper way to screen for possible dental defects.

The nurse or one of the home-school coordinators visits the homes, or in some other way contacts the parents, of those children who require dental corrections and determines whether or not the parents can take financial responsibility for these corrections. In cases where the parents cannot be responsible, the children are selected to receive treatment under this service.

HEALTH—MEDICAL

One registered nurse serves the children of grades K-12 at Pattillo Union School and grades K-8 at Princeville School. Her schedule is set up so that she serves Pattillo School three days a week and Princeville School two days a week. She works with children who are referred to her by teachers. She serves during the regular school year.

The nurse, working cooperatively with the home-school coordinators, visits the homes or in some other way contacts the parents of those children who require medical attention. She determines whether or not the parents can take financial responsibility for medical care. In cases where the parents cannot be responsible, these children are selected to receive treatment under this service.

The nurse instructs teachers in the proper ways to screen children for evidences of the need for medical attention. She also, during her visits to homes of the children, gives parents information about the importance of good health habits and of seeking immediate medical aid whenever it is needed. Periodically she meets with groups of parents with common interests, such as the parents of preschool children, and counsels with them about proper health care and its effects upon the scholastic and social progress of their children.

SCHOOL SOCIAL WORK

Two home-school coordinators serve both Pattillo Union School and Princeville School during the regular school term. Their work entails contacts with children and parents at school and at home. The efforts of the home-school coordinators are directed toward developing better relationships, of both an educational and a social nature, between homes and schools; providing adequate food and clothing; providing health services; promoting better school attendance; and counseling in educational, vocational, and personal-social areas or making referral to other professionals or agencies whenever a problem arises that requires action which they are not trained to deal with. Their work is coordinated very closely with that of the nurse, the attendance counselor, and the local community action agency (NEED, Inc.), Welfare Department, Health Department, and Recreation Department.

OTHER—INSERVICE TRAINING

Educational activities involved directly in upgrading communicative skills, and indirectly in all other academic areas, utilize an instructional approach that often departs from the traditional. In this new approach to educational activities, new techniques, changes in emphasis, and proper use of new equipment and materials are vital.

It is not anticipated, in this third year of our Title I project, that as many inservice programs will be needed as in the two preceding years. However, should the desirability of bringing teachers up-to-date on the best methods and techniques for teaching educationally deprived children be evident, we shall hold such inservice programs as are needed to bring about more efficient instruction.

FRANKLIN COUNTY BOARD OF EDUCATION

Project No. 68-0149

Title

Franklin County Reading Improvement and Work Training

Project Budget

$474,995

Children in Project and Grade Levels

3,299 1-12

ESEA Staff

48 (plus 110 whose salaries are not paid by Title I funds)

BUSINESS EDUCATION

This activity will provide the teaching of basic typing, shorthand, and bookkeeping skills. Any student meeting the requirement for these courses may enroll.

Students need this type of training for use in furthering education and securing jobs after graduation. It should give interested students more incentive to stay in school and apply themselves.

ENGLISH—READING

This is the foremost part of our project and is aimed at the basic fundamentals of reading and listening skills. The application of reading drills and exercises, plus many books fitted to the child's reading level, are basic features of the program.

All children in grades 1-8 are taking part in the reading program.

The primary objective is to raise the overall reading level of the children. This will make them more aware of their studies and the pleasures of reading.

All teachers in grades 1-8 and high school English teachers, 82 in number, will have inservice training.

MUSIC

This activity is concerned with the enrichment of the child's music appreciation through listening and understanding, and the application of the child's musical ability through rhythm bands and choral activity.

All children in public school music participate.

We hope to make the student aware of the vastness of the world of music; to teach him the instruments involved in music; to help him become a part of group activity.

VOCATIONAL EDUCATION

Bricklaying—the teaching of basic skills in bricklaying to that segment who do not have qualifications for college training.

Any high school student meeting necessary school requirements may enroll.

The primary objective is to teach those interested a skill which will allow them to be employed upon graduation. The offering of this type training will give some potential dropouts an interest in school and will make for improved attendance.

Health Occupations—the teaching of the basics involved in nurse's aide work through books; audio-visual materials, and actual participation in simulated situations.

Any high school student who meets requirements for the course may enter.

The need of teaching a trade or skill is vital and the changing of general attitudes toward school and self should be realized.

OTHER—TEACHER AIDES

Hiring teacher aides should relieve the teachers of menial tasks and allow them to spend more time teaching.

Children need all the teaching they can get and this should allow for maximum effort by the teacher.

ATTENDANCE SERVICE

This service is an essential part of our program and its aims are the elimination of delinquent absences, the betterment of home-school relations, and the affording of necessary clothing to children in need.

Chronic absentees are reported to the home-school visitor by the teachers.

The primary objective is improved attendance and the attitudinal change from an educationally uninterested child to an interested one.

CLOTHING SERVICE

The clothing service is handled by the home-school visitor and is to be solely a means to get and keep children in school.

Only economically deprived children can receive this service, and then only where a lack of adequate clothing is keeping them out of school.

FOOD SERVICE

This is a service offered primarily for the economically deprived and offers a free lunch for some (teacher designated) and a reduced-fee lunch to others. The regular lunch price is charged all others not qualifying.

Economic deprivation is the only criteria used.

The objective is to give the child at least one balanced meal during the day and to add to the desire to learn.

GUIDANCE

The program is built around a guidance and counseling center fully equipped with vocational and testing materials, and is to be used for a planned guidance program and any special situations that might arise.

The guidance teacher is to be the one to select groups or individuals for counseling.

Students will be given needed guidance and counseling service to assist them in making more intelligent decisions concerning their future. It is the desire of all that these services will make students realize the need for more serious study and early planning for their life's work.

HEALTH—DENTAL—VISUAL

This program was begun initially as a means of offering financial aid for dental and visual care supervised by two registered nurses. However, due to more pressing project needs, this phase has been suspended pending allocation of additional funds.

LIBRARY SERVICE

Library service involves the increase in the number of volumes of all types of books, and increase in films, filmstrips, records, etc.

All children in school are eligible to use the books.

This should allow the children to be able to have greater research sources, to have a much broader field for pleasure reading, to become more aware of their place in society, and to have more pride in themselves, their homes, their school, their community.

SPEECH THERAPY

The basic feature of this service is the teaching and training given to children having speech problems.

Any child in school is eligible for this service.

We shall help speech impeded children correct their speech faults, if possible, and help them realize that this is in most cases correctable and should not interfere with learning.

FRANKLINTON CITY BOARD OF EDUCATION

Project No. 68-0145

Title
A Fair Chance for Basic Educational Development

Project Budget
$75,750

Children in Project and Grade Levels
208 1-3

ESEA Staff
7 (plus 14 whose salaries are not paid by Title I funds)

ENGLISH—READING

Three certified teachers and one reading specialist will be involved in the reading program. The reading specialist will work individually with each child. In this way he will be able to discover:

- **Physical weaknesses**
- **Reading deficiencies**
- **Mental incapacity**
- **Level of progress**

OTHER—BASIC PRIMARY EDUCATIONAL SKILL IMPROVEMENT

The major feature of this project is to improve the basic educational curriculum of the primary department of the area. Three certified primary teachers have been employed to retain the pupil-teacher ratio that was attained during the 1966-67 school year. Continued teacher upgrading will be encouraged through training workshops to develop new teaching techniques.

BOOKS
TO
GROW
ON

ATTENDANCE SERVICE

The attendance record of the children involved in the 1966-67 project was greatly improved. It is, therefore, the purpose of this phase of the project to continue to concentrate upon the elimination of the causes of poor attendance. The attendance counselor will provide counseling service to parents. These will include:

- **Information showing why pupils should be kept in school regularly.**
- **Facts about opportunities available to those who remain in school in contrast to the lack of opportunities for those who drop out.**

- **Interpretation of the school's grading system.**
- **Assistance in determining the health, food, and clothing needs.**
- **Information concerning the program of the school.**

CLOTHING SERVICE

It is the aim of this phase of the project to give the school a real opportunity to solve clothing problems when these problems obviously cause children to be unable to take proper advantage of their educational opportunities with a reasonable degree of good health and pride in personal appearance.

In very cold weather inadequate clothing has caused poor attendance and sickness which hinders educational development. Often the educational gap becomes insurmountable and the pupil becomes a potential dropout. Teachers will be requested to give to the principal the names of the children who are in need.

FOOD SERVICE

Families with economic circumstances which are strained to the maximum are not in a position to afford the daily cost of adequate food for all the children. This project proposes to feed all primary children at no cost either to the school or the family.

HEALTH—DENTAL

This phase of the project will provide the children with a thorough dental examination annually and treatment when deemed necessary. Good teeth are most essential to the total health of the child.

HEALTH—MEDICAL

Under our proposed program the following is to be done:

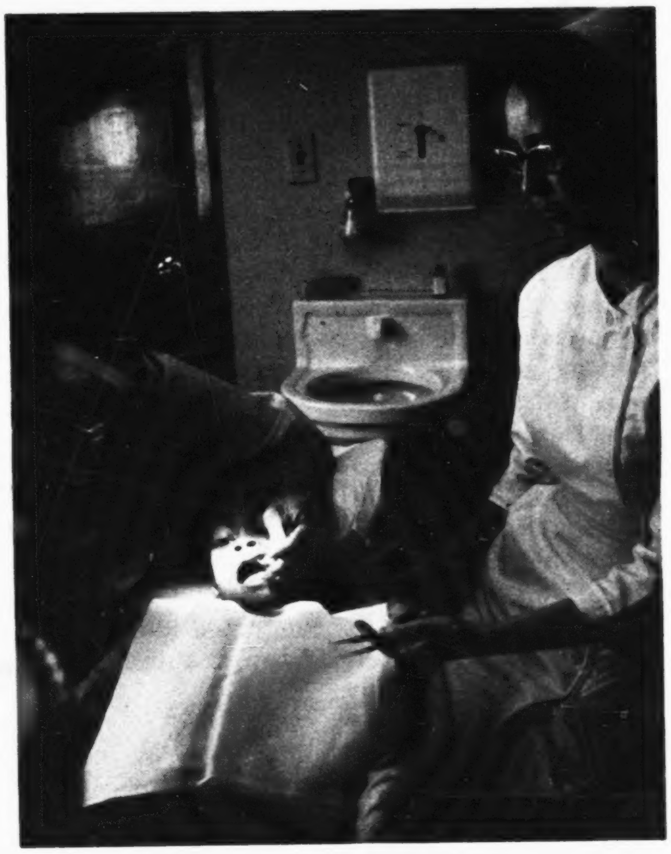
- **All first grade children will receive physical and eye examination by a medical doctor and optometrist.**
- **Discovered defects will be corrected with ESEA funds if it is determined the family is unable to pay the cost.**
- **In grades two and three, physical defects which are found through screening by the teacher or health nurse will be corrected just as in number 2 above, if any money is left after the first grade is cared for.**

VISUAL CARE

Learning depends entirely upon the senses of children and to a major degree upon adequate vision. Visual problems are a constant cause of poor reading development.

Many visual handicaps can be diagnosed and treated at the proper time to avoid many educational handicaps.

It is our purpose in this phase of the project to give thorough visual examinations to all of the B. F. Person-Albion primary children. All necessary treatment will be provided so that as nearly as it can possibly be accomplished, primary youngsters may enter upon their basic educational development with the least possible visual handicap.



GRANVILLE COUNTY BOARD OF EDUCATION

Project No. 68-0156

Title
Basic Education Advance

Project Budget
$524,580

Children in Project and Grade Levels

3,283	K-12 and ungraded

ESEA Staff
182

CULTURAL ENRICHMENT

Opportunities will be provided, during both the regular and the summer sessions, for students to broaden their cultural contacts through direct participation in field trips to various sites, both local and nonlocal, which can be connected with the basic curriculum. Transportation will be provided.

Special programs involving the arts will be included in the curriculum.

Music instruction and necessary supplies and equipment will be furnished as needed.

It is also expected that the basic course of study will be richer through the vicarious experiences provided by using audiovisual media already available and by using that which will be added during the project year.

ENGLISH—READING

The reading program will consist of diagnostic testing to pinpoint specific areas of weakness among educationally deprived children; providing teachers, aides, and a reading specialist so that remedial and in-depth instruction can be given for the purpose of meeting the indicated needs of these children; and providing special reading materials which will aid in attainment of the desired goals. The activity will be conducted during both the regular and the summer school sessions. Major emphasis will be placed at the primary and elementary levels.

The diagnostic phase of the program involves use of material correlated with the basal reading texts, testing for achievement levels in specific reading skill areas using the Gates-MacGinitie Reading Survey, and individual testing as need is indicated.

Teachers and teacher aides will be placed in all target locations so that special reading classes can be set up to mount a concentrated attack upon the deficiencies which have been indicated during the testing phase of the program. A reading specialist will assist these teachers in the organization and application of effective instructional techniques.

Materials to be used for remedial and in-depth instruction will include selections from SRA, Ginn, My Weekly Reader Program and other American Education publications. Additional materials will be provided for use in attacking special areas of difficulty. The program will be conducted during the regular school term and extended into a summer session.

MATHEMATICS

The mathematics program will concentrate, during the regular sessions, on improving arithmetic skills in grades 6-10 at the Shaw School and in grades 9-11 at the Mary Potter School. A teacher will be assigned each school to give instruction to children who have low achievement test scores. A teacher aide will be assigned each school to assist in this activity and provide more teaching time for in-depth instruction. Instructional supplies will be made available. The aim of this activity is a greater understanding of the quantitative, with the development of an awareness of the particular significance mathematics has in our modern work.

This activity will be conducted during the summer session for groups who have been identified as in special need of further in-depth instruction. The activity will be scheduled as a part of the regular school day during the regular and the summer sessions.

NATURAL SCIENCE

The science program will be focused, during the regular school session, at the Mary Potter and Shaw schools. At each school a teacher will be provided so that the teaching load may be reduced and more in-depth instruction can be provided. Also, a teacher aide will be assigned to each of these schools to give assistance in this subject area. Grades 6-10 will be covered at the Shaw School; grades 9-11 will be covered at the Mary Potter School.

The basal text material will be supplemented by aids for which a need is determined in individual situations. It is also planned to take advantage of programs offered by the nearby university community, such as the planetarium at the University of North Carolina in Chapel Hill.

SOCIAL SCIENCE

New materials, designed to develop an awareness and understanding of the societal foundations of historical conditions, will be used in an effort to provide a more interesting approach to social studies. The program will encompass all instructional levels and will extend through both the regular and the summer sessions.

VOCATIONAL EDUCATION

One phase of the vocational education program will provide training in masonry for educationally deprived children at the Central Orphanage and at the Mary Potter School. A qualified instructor will be employed to teach those students who have been selected on the basis of aptitude and need. This program will be conducted during both the regular and the summer sessions.

Another phase of the vocational education program will include assignment of teachers to the Mary Potter and Shaw schools for basic business instruction beyond that offered as a part of their regular curriculum.

Additional opportunities will be offered in vocational education at the high school level during both the regular and summer sessions, and through employment of personnel competent in this area.

OTHER—KINDERGARTEN

The kindergarten program will be conducted during the summer session and will provide readiness and enrichment for those children who will enroll in target-area schools for the 1968-69 school year. The program will be designed to improve the experiential backgrounds of the participating children and to prepare them for full participation at the normal grade level. Emphasis will be upon oral language skills. Some word attack training will be given, using words derived primarily from the children's vocabulary.

ATTENDANCE SERVICE

An attendance counselor will serve qualifying schools to encourage good attendance and promote good home-school relationships. The counselor will also interpret to parents the purposes of school programs—including the summer session.

CLOTHING SERVICE

Clothing will be provided selected eligible children with the purpose of meeting their physical needs insofar as possible and enabling them to attend school more regularly. Teachers will make suggestions to designated Title I personnel in respect to this service.

FOOD SERVICE

Free lunches will be provided children for the purpose of meeting their physical and nutritional needs and enabling them to participate fully in learning activities.

GUIDANCE

Guidance services will be provided to encourage achievement, to direct pupils into areas of study related to their interests and aptitudes, and to develop higher educational and occupational aspirations. Supplies and equipment will be provided as required.

HEALTH—DENTAL and HEALTH—MEDICAL

Health services will be provided for the diagnostic and corrective care of children having defects which interfere with their learning processes. A school nurse will be employed to work in cooperation with local health authorities. She will screen, record, and refer cases to proper medical persons for examination and corrective measures. Wherever possible, funds other than those of Title I will be used.

LIBRARY SERVICE

Library services will be increased by making available additional trained personnel and providing clerical assistance to librarians already employed.

Library and supplemental books, magazines, and other periodicals will be provided.

This service will be available to all eligible children located in the project areas.

The goal of the service is to elevate the level of reading interests of children by having available to them books which will create the desire to read, with the concomitant result that reference and study skills will be improved.

PSYCHOLOGICAL (Includes Testing)

Tests and other data will be used in determining the effectiveness of the instructional program. Assistance will be obtained from without the unit when it is required. All children in the Title I project areas will share in this service, at least to some degree; either through a general testing program or on an individual basis when this latter seems warranted.

The object of the service is to pinpoint those areas in the instructional program where strengthening is needed, and to give to certain individuals a better picture of their own strengths and weaknesses.

SPEECH THERAPY

A person trained as a speech therapist will be employed to assist approximately 75 children who are in need of this service. The goal is an improvement in the mechanics of speech, with the concomitant result that the children will be more responsive to school.

TRANSPORTATION SERVICE

Transportation will be provided for trips to sites of special interest and importance to the on-going course of study. The hope is that these trips will afford greater enrichment opportunities to children through exposure to concrete experiences which are beyond those they would ordinarily encounter.

Also, transportation will be provided during the summer session for preschool children and for those doing enrichment work in the elementary grades.

OTHER—SPECIAL EDUCATION

Provisions will be made to give service in the area of special education to approximately 75 children residing in the project areas. These children form a group which does not meet the criteria for admittance to the regular special education classes conducted in the public schools, and have also experienced difficulty in being admitted to public institutions designed to meet the needs of the mentally retarded.

The Title I program for these children will seek to identify the ways in which the special needs of these children may be met and to minister to these needs in the most appropriate manner. Personnel will be assigned to this area in accordance with determined need.

Title
Operation Catch-Up

Project Budget
$838,000

Children in Project and Grade Levels

6,937	1-12 and ungraded

ESEA Staff
167 (plus 1 whose salary is not paid by Title I funds)

BUSINESS EDUCATION

This activity is intended to update and improve the efficiency of business education programs in the eligible high schools during the regular school term. It will be open to eligible business education students in the eligible schools. The program will provide basic business, business mathematics, typewriting, and shorthand.

It is anticipated that this program in business education will provide training in an area which will reduce the dropout rate by meeting some of the educational and vocational needs of students.

CULTURAL ENRICHMENT

This activity will provide deprived children with the opportunity to see and participate in cultural programs which will help raise their cultural level.

Teachers, through their regular schedules of teaching art, music, and other related subjects, will provide the educationally deprived children with background experiences enabling them to understand and appreciate the culture in which they live.

To supplement the instructional program in this area, performing artists will be brought into the schools at intervals, shows of an entertainment nature will be presented, and art exhibits will be held. Field trips to cultural centers and places of historical significance will be taken by the deprived children in the eligible schools.

Equipment and supplies, such as films, filmstrips, art prints, recordings, tapes and other related materials will be provided as needed to help the educationally deprived pupils experience vicariously many experiences they can not observe first hand.

ENGLISH—READING

This activity is intended to attack the reading problem at two levels:

1. At the elementary school level

Seventeen additional teachers will be employed at the elementary school level to reduce class size and allow for more teacher-pupil contact in the classrooms. These teachers and the other regular teachers in the eligible elementary schools will be assisted by 53 teacher aides who will help with clerical duties, distributions, collections, accounting of materials, assistance in libraries and other duties not primarily related to teaching. This will allow additional time for the teacher to plan and carry out more individual instruction.

2. At the secondary school level

Five additional teachers will be employed during the regular school term to reduce class size and allow for more teacher-pupil contact in the classrooms. Eleven aides will be assigned to the secondary schools during the regular school term to assist the librarians and teachers with their nonprofessional duties.

Six English teachers will be employed during the summer program. These teachers will conduct classes for those students who are in need of special assistance in their English-reading program.

MATHEMATICS

This program is intended to improve and strengthen the mathematics program in the eligible schools at all levels.

HEALTH and PHYSICAL EDUCATION

This program is designed to help deprived children increase their physical well-being. Emphasis will be placed on a variety of instruction and activities that will enable the student to improve himself physically, and to develop the most worthwhile skill of social acceptance by particpating in these physical activities.

It is anticipated that this program in physical education will serve as an incentive to reduce the dropout rate by encouraging students to be more active physically and mentally.

NATURAL SCIENCE

This program is included to improve the overall science offerings in the eligible schools.

SOCIAL SCIENCE

This activity is intended to provide experiences for deprived children who have not been exposed to a commonly accepted economic and social pattern of life. The program is designed to prepare these deprived children for the social issues of today and to enable them to adjust to the expectation of society in the future.

OTHER—KINDERGARTEN

This activity will be provided for the purposes of:

- **Providing an enriched program to disadvantaged children so that they may be more likely to succeed in school.**
- **Improving the children's health and physical abilities.**
- **Developing self-confidence.**

- **Overcoming cultural deficiencies by a wide rage of field trips and other classroom activities.**

These activities will be held in four strategically located schools in the county where the facilities, equipment and materials are superior.

Experienced teachers and teacher aides will be employed to conduct this program with the assistance of two supervisors and other ESEA personnel carrying out their necessary jobs.

Services that will be available to students will include transportation, food, health, and counseling; all of which will be free.

The racial composition of teachers and aides will be approximately 50 percent Negro and 50 percent white, where possible.

It is estimated that approximately 500 or 600 preschoolers will participate in the program for approximately four hours per day for 30 days. They will be served by approximately 30 teachers and 30 teacher aides.

ATTENDANCE SERVICE

For the school to achieve any objective with children it seems obvious that the first step is to get the child to school. The child from a disadvantaged background is frequently poor in attendance at school for a variety of reasons. One of the reasons which is most often given is that the parents do not really appreciate the role of the school—that they do not encourage school attendance. This program will provide five family counselors to serve five high schools and their feeder schools for the calendar year. Their function will be to encourage good attendance at school, to explain the work of the school to the parents, to provide teachers with home background information, to identify problems in the home that may be contributing to poor learning conditions, and, in general, to coordinate the work of the school more closely with the homes.

FOOD FOR LUNCHES

Approximately 20¢ per deprived child will be reimbursed to all schools with the expectation that, when possible, the child will pay some portion of the cost of the lunch. This service also includes a food supervisor and needed supplies and equipment in the lunchrooms.

HEALTH—DENTAL

Deficiency in attention to dental needs is a relatively common problem in the culturally deprived family. Income is low and dental treatment is expensive. With many other things, of necessity, receiving higher priority, the typical disadvantaged child seldom, if ever, sees a dentist. Diet deficiencies serve to compound the problem. To help alleviate this problem, four school nurses will have responsibility for identifying dental needs and arranging treatment through free clinics where possible or through use of ESEA funds allotted for these purposes.

HEALTH—MEDICAL

A further problem that frequently occurs in the disadvantaged family is one of poor health. When income is small, there is a tendency to skimp on food and to seek an inexpensive rather than a well balanced diet. There also seems to be a tendency to let nature take its course rather than to seek professional help for any but the most serious injuries and illnesses. This generalization certainly holds true for the deprived children in Halifax County. Our program will employ the four nurses, previously mentioned, to attend to the health needs of children in their assigned attendance areas. It will be the job of these nurses to maintain accurate health records of the students, to identify health needs of children, to advise teachers and parents of their findings, and to provide first aid treatment when appropriate, utilizing basic medical supplies furnished to the schools. In cases of need, nurses are to locate sources of medical attention and, when authorized, use allotted ESEA funds to pay for such treatment.

LIBRARY SERVICE and AUDIOVISUAL MATERIALS

One of the major problems in dealing with the education of the disadvantaged is the broadening of the horizons of these children. The textbook begins to attack this problem, but the major facilities available to do a really adequate job are library materials and audiovisual aids. This program is designed to provide funds to purchase books, films, filmstrips, and related items of library and audiovisual materials. These will be available during the summer terms and the regular year to all eligible schools, under the supervision of the ESEA library coordinator.

A second function of this program will be the hiring of an audiovisual clerk to maintain, distribute, and supervise the use of audiovisual equipment and materials. A further function will be the instruction of teachers in more effective use of these materials.

SPEECH THERAPY

One speech teacher will serve an attendance area which includes a high school and its feeder schools. This teacher completes a speech program already in operation in the county so that all attendance areas will now have the services of a speech teacher.

TRANSPORTATION SERVICE

This service will provide funds for two activities in the program: (a) transportation of children to preschool readiness programs in the summer, and (b) transportation for children on field trips to various local, state, and regional locations.

OTHER—INSERVICE TRAINING

Inservice workshops and college level training will be provided for teachers, teacher aides and other personnel who are working with deprived children.

This program is designed to offer college and extension courses to teachers, administrators and other ESEA personnel in the project-related subject areas and services. It is anticipated that through these workshops and classes the participants will be encouraged to improve and revitalize their own background along with equipping themselves with the skills, concepts and abilities to use better methods of teachings and understanding the disadvantaged child.

This activity will be conducted throughout the school year as the need arises. Participants will be selected on the basis of those listed below with priority being given to teachers in the eligible schools:

- **Identifiable needs for improvement in related subject areas in eligible schools.**
- **Encouragement for teacher improvement.**
- **Preparation for special summer program and meeting the guides for racial balance.**

All programs will be related to the objectives as outlined in the proposal. Inservice workshops and college level courses will be approved by the State ESEA, Title I office and the State Department of Public Instruction before the courses begin. The areas in which inservice education will be offered will be the following:

English—Reading
Mathematics
Natural Science
Social Science
Kindergarten
Teacher Aides

ROANOKE RAPIDS BOARD OF EDUCATION

Project No. 68-0041

Title
Improvement in Educational Opportunities

Project Budget
$106,727

Children in Project and Grade Levels
527 K-12

ESEA Staff
16 (plus 112 whose salaries are not paid by Title I funds)

ART

Art will be one of the supplementary services offered. During the 1966-67 school year an inservice course, Art in the Elementary Schools, was offered to the teachers in Roanoke Rapids and financed by the local educational agency. This was a good course, and teachers are ready to expand their teaching in this area. It is proposed that teaching material in the area of art be bought for the elementary schools.

Art at the high school level has been of the technical type, but during the 1967-68 school year courses that will conform to the 1964-65 North Carolina Program of Studies are to be added to acquaint pupils with basic materials and techniques in art. It is hoped that this will contribute to the cultural background of students and allow our school program to reach some students who would not otherwise be reached. Teaching materials, that would not normally be purchased but would contribute significantly to the program, will be purchased through this project.

BUSINESS EDUCATION

There are always a large number of pupils who do not plan to continue their education beyond the high school level. Some of these are young women who get married as soon as they finish high school and need to work. Many of them come from economically and educationally deprived homes. These are people whom we are trying to help in this project.

It is proposed in this project that four electric typewriters with key-punch training devices be purchased so that people of the type described will have added advantages in today's labor market. There are at present no such machines in our business education department.

CULTURAL ENRICHMENT

Questionnaires used by the Roanoke Rapids Schools, teacher opinion, surveys, and the lack of local cultural events, indicate that young people need opportunities to be exposed to the arts, humanities, music, drama, the theater, and other areas which will contribute to their aesthetic training.

An attempt will be made to bring cultural programs to the community and to carry culturally deprived students on stimulating excursions. Materials in the arts, humanities, and music will be secured.

IMPROVEMENT IN BASIC SKILLS: ENGLISH—READING, MATHEMATICS, NATURAL SCIENCE, and SOCIAL SCIENCE

All test scores indicate that a considerable number of pupils in the project area schools are well below established norms in all of the basic skills. This is particularly true of the economically and culturally deprived students. These children also have classroom performances significantly below grade level in reading, have low levels of verbal and nonverbal functioning, and have a negative attitude toward school and education.

Projects 1 and 2 placed the major emphasis on reading. Evaluations indicate that our programs in these areas and in these projects have been effective. It has been decided not to continue afternoon reading classes after school hours but to concentrate on using better materials, books, and audiovisual methods than have been available during school hours (and during the summer if additional ESEA funds become available). Since poor reading ability and other related communication skills are major reasons for the low achievement of pupils on school work and standardized tests, efforts to improve reading will continue with some experimentation in splitting groups for reading and English instruction.

There will be adult education courses in the basic skills open to parents. It is not expected that these will be financed by ESEA funds. However, personnel working with the ESEA program will encourage parents to participate.

One student teacher aide will be available daily at the high school to help in the production of materials, etc.

HOME ECONOMICS

With the influx of a large number of Negro students and with increased emphasis on improving the cultural and social background of students, teaching materials (such as canister sets, cookie sheets, gravy boats, platters, etc.), supplies, and books are needed. Two certified teachers will be involved.

The emphasis in teaching will be on the individual and on the development of skills and attitudes to improve family living.

MUSIC

Disadvantaged and culturally deprived children quite often have little to enjoy. A supplementary service will be the purchase of records, sheet music, etc., so that at the high school level these students can have a more enriched study of music for recreation, developing skills, singing, knowledge of choral literature covering all style periods, developing aesthetic values, and improving their cultural backgrounds.

There are also supplies needed at the elementary level for such activities as rhythm bands, as well as a typewriter with a musical keyboard so that sheet music can be produced locally. Autoharps and bell sets are also needed.

There will be three staff members working with students in grades 7-12. At the elementary level a music supervisor works part-time in each elementary school and all elementary teachers devote part of their time to music.

Parents will only be involved indirectly in this area. However, long range plans call for the inclusion of activities for parents in such things as music appreciation.

HEALTH—PHYSICAL EDUCATION

The premise is that a child who is not in good physical condition cannot be expected to achieve his best educationally. One of the lax areas in our instructional program at the elementary level has been physical education. Emphasis has been placed on this in the past year and certain instructional material (filmstrips, books, balls, etc.) is needed to expand our program in this area. All teachers in grades 1-6 will be involved, and four teachers and a number of student aides in grades 7-12.

VOCATIONAL EDUCATION

Many of the deprived students do not expect to continue their education after age 16 and certainly not beyond high school. These people need to be taught worthwhile, basic skills that will give them an advantage in the labor market. The influx of Negro students into the previously white schools of Roanoke Rapids makes vocational courses all the more important, and the expansion of offerings in these areas all the more desirable. Certain materials, supplies, and equipment are needed in technical drafting (such as drawing sets, T-Squares, lettering guides, etc.), vocational education and cabinet-making. If allocations are increased, more money needs to be budgeted here.

OTHER—KINDERGARTEN

A study prepared in the spring of 1967 by a committee from the Roanoke Rapids City Schools revealed that one of the most pressing educational needs in the school system was a kindergarten. It is proposed that a kindergarten program be started in the four elementary schools that are eligible under ESEA using Title I funds. A teacher and an aide will be employed at each school working under a master primary teacher from that school (a teacher who has had kindergarten experience — preferably in our summer program).

Most of the teachers and aides who will be hired participated in an inservice course, "Early Childhood Education," offered in the Roanoke Rapids Schools under the auspices of East Carolina University and paid for with ESEA funds.

Objectives of the programs will include:

1. Meeting the basic needs of children for—
- **Good health and physical development**
- **Attention, acceptance, and affection**
- **Opportunities to experience success and to test their mental, physical and social powers**
- **Self-identity and a sense of competence and worth**
- **Security of gentle discipline**
- **Relations with adults and children who recognize their own rights and those of others**
- **Respect of adults and children**

2. Fostering the unique abilities and meeting the individual needs of each child.
3. Using related knowledge from all professions and resources of the community in developing programs for children and their families.
4. Providing adequate and appropriate adult guidance and health, education, and welfare services for the child to be—
- **Physically and mental healthy**
- **Increasingly skillful in using language and understanding concepts**
- **Able to perceive and cope with problems**
- **Observant and attentive**
- **Responsible, self-directed, and self-disciplined**

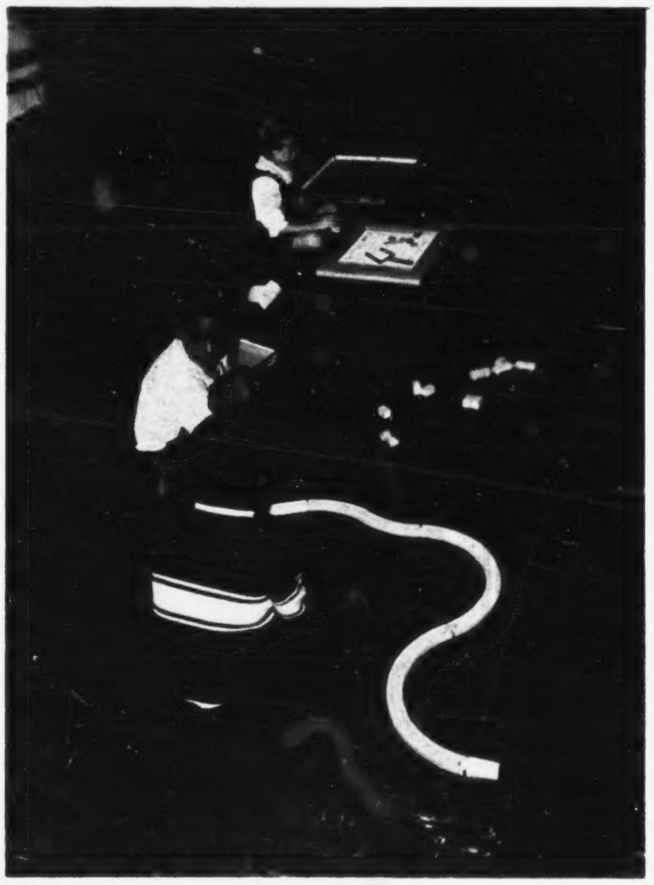
5. Helping children feel at ease about being away from home and able to accept involvement with adults.
6. Strengthening family ties and, through participation in the program, helping parents better understand their children.
7. Developing among the child and his family and the community, responsible attitudes, each toward the other.

An attempt will be made to provide a program in which the environment invites and nurtures the child's joy in discovery and excitement about learning and knowledge; in which the harmoniously working staff includes persons who are physically and emotionally healthy; and in which the program is geared to the needs of each individual child.

As the kindergarten program develops, the rest of the elementary program will probably have to be updated.

CLOTHING SERVICE

All agencies will be asked to cooperate in this endeavor (the Roanoke Rapids United Fund, the Halifax Welfare Department, School P.T.A.'s, the Halifax County Multi-Service Center, civic clubs, etc.). Very little money has been requested for this service, but it is felt that in some instances clothing is needed immediately for children who are not achieving educationally. The money requested is for the purpose of supplying these immediate needs.



FOOD SERVICE

Lunch will be furnished, cafeteria style, at Rosemary, Manning, and the Roanoke Rapids Junior-Senior High School (where cafeterias are located) to those children who are not succeeding educationally because of malnutrition. As money becomes available, we hope that we will be able to equip a new kitchen which is being planned so that it will take care of the other eligible schools. During the 1966-67 school year 75% of the ESEA eligible students at the Rosemary School participated in the lunch program, 100% at Manning, and 56% at the Roanoke Rapids Junior-Senior High School, despite very crowded conditions. Those in desperate need at the other eligible schools will be furnished milk and sandwiches. Children needing milk in the morning will be given milk.

HEALTH—DENTAL and HEALTH MEDICAL

The Roanoke Rapids City Schools employ a full-time nurse. During the 1966-67 school year she screened all students in the Roanoke Rapids City Schools and found that 494 needed corrective treatment for their eyes, 404 for their teeth, 2 for their ears, and 99 for miscellaneous health defects.

Most of these students are not achieving as they should educationally and are economically deprived. Plans are to work with other agencies (Halifax County Multi-Service Center, Halifax County Welfare Department, Halifax County Health Department, Roanoke Rapids Kwianis Club, Roanoke Rapids Lions Club, and the University of North Carolina School of Dentistry) in correcting the most pressing medical needs of these students. It is proposed that ESEA funds continue to provide transportation for eligible students.

LIBRARY SERVICE

During the summer of 1967 one elementary school library is being opened two afternoons a week for children in all eligible ESEA schools, and the junior-senior high school is opened each morning in conjunction with other ESEA programs at that school. Preliminary indications are that this program is very successful. It is the intent of this project to continue this program and to expand it if funds become available. The person working in this program would also process library resources secured through ESEA. It it anticipated that the library will remain open for one hour each day after school hours during the regular school year.

SCHOOL SOCIAL WORK

There is no money in the project at present (July 10, 1967) budgeted to school social work. The Roanoke Rapids Schools employ an attendance counselor at present in conjunction with the Halifax County Schools. This person will help in the area of school social work. Cooperation in this area will also be solicited from the Halifax County Welfare Department. If additional funds are made available, then a person will be secured on a part-time basis and/or during the summer to serve as a school-home liaison person. This person would be particularly interested in school dropouts and students with high absentee rates.

TRANSPORTATION SERVICE

The Roanoke Rapids City Schools has one ESEA bus in the City School District bought with local and ESEA funds and two activity buses that are owned by the local education agency.

These buses will be used to transport educationally and culturally deprived children on field trips, on educational trips, and to places and events that will improve their cultural background.

Money is budgeted for a driver and upkeep for the ESEA bus and for mileage for the local educational agency owned buses and public transportation buses which will be used as the need arises.

Title
Project New Chance

Project Budget
$150,402

Children in Project and Grade Levels

1,830	K-12 and ungraded

ESEA Staff
40

ENGLISH—READING

A broad approach will be made to strengthen the instruction of skill in English language usage. All regular classroom teachers and their aides will be involved. Two special reading teachers will be placed in the unit—one at Bunche High School and one at Andrew Jackson Elementary School.

Reading specialists will be used on a consultant basis to help make administrative and supervisory plans. These consultants will also be available for helping teachers and aides. Science Research Associates Reading Laboratories will be used in most classes. Recently acquired, and soon to be acquired, supplementary and library books will be used to suit various ability and interest levels of the pupils. Audiovisual materials will be used to strengthen concepts.

OTHER—KINDERGARTEN, PRESCHOOL READINESS PROGRAM, TRANSPORTATION

This activity will provide summer classes for children who are to begin the first grade in the fall of 1967. Eight certified teachers and eight aides will be employed to care for classes of approximately 20 children. Emphasis will be placed on group social adjustment and activities. Besides acquaintance with the environment of the classroom and school, field trips will acquaint children with the community and its institutions. Children will have opportunities to play, tell, sing, ask, explain, and demonstrate. Instructional supplies, toys, and games will be used. Morning refreshments and lunches will be provided daily, without charge to the children.

Transportation will be provided by car pools, prearranged with responsible adults, who will be paid 8¢ per mile for transporting as many as four pupils daily. The children will be covered by insurance during travel and while at school.

The project nurse will screen all children attending kindergarten and will make referrals, where needed, to family physicians. The most needy children will be provided clothing and shoes suitable for wearing to school. The school-home counselor and project director will administer this type of aid.

Each participating child will have kindergarten experiences for 4 hours each day for 30 days.

OTHER—ADDITIONAL TEACHING STAFF

A certified teacher will be employed at Bunche High School and Andrew Jackson School. The high school teacher will be stationed in an ESEA, Title I mobile unit which is well furnished and well supplied with Science Research Associates Reading Laboratories, Reader's Digest Skill Builders, supplementary materials and audiovisual materials. Secondary students with definite reading and/or language problems will be scheduled in small groups for this remedial instruction. The teacher at Andrew Jackson Elementary School will be in a regular classroom.

OTHER—TEACHER AIDES IN PROJECT SCHOOLS

Teacher aides will be employed for 9¼ months, which is the employment term of regular teachers. These aides will be at least high school graduates and chosen for character, intelligence, patience, ambition, and community reputation—characteristics judged to be suitable for this work. The aides are to relieve regular teachers of many nonteaching duties, and to work with individual pupils and groups of pupils who have certain needs or problems. Under the certified teacher's direction, aides will secure needed equipment, materials, and supplies for classroom use. Aides will help teachers plan activities and projects and help to carry out these plans. Regular teachers and aides will be grouped and work as teams. In each project school one aide will be assigned for every three regular teachers. Aides will also help with routine library work.

FOOD and CLOTHING FOR NEEDY CHILDREN

The basic needs for food and clothing are great in this project area. Unless such needs can be supplied, economically deprived children cannot attend school regularly, and educational lag takes place. A hungry child cannot learn satisfactorily regardless of his ability. A school-home counselor will be in charge of deciding which children are eligible for clothing and shoes. He will bring the children to local stores and have them fitted for the items needed. This counselor, together with principals, teachers, and the systems' attendance counselor, will decide which children need to be given free lunches at school.

A school food services director has been employed to work directly with lunchroom managers and their staffs in purchasing food, and preparing and serving type "A" lunches in the project schools. The additional lunches that are to be served daily due to ESEA project funds will place a greater strain on the available lunchroom facilities and lunchroom personnel. The resulting problems will be worked out by principals, the food service director, and lunchroom managers. Without good direction, the schools cannot adequately provide these supporting services for deprived children.

DENTAL and MEDICAL SERVICES FOR DEPRIVED CHILDREN

A registered nurse has been employed full-time to serve in the project schools. The nurse will visit schools on schedule and see children who are referred by their teachers. She will assist teachers and aides in screening children and will contact families of children who show evidence of needing treatment by a dentist or medical doctor. Some funds are to be used to pay the bills of children who need further dental and medical attention and whose families are unable to provide money for payment themselves. Close cooperation at all times with the Halifax County Health Department is intended. The nurse, in all her services, will be under the direction of the County Health Director.

SCHOOL SOCIAL WORK and ATTENDANCE SERVICES

An experienced person who is very familiar with the project area has been employed to serve as school-home counselor. He will attempt to visit the families and homes of all children attending project schools. He will always visit homes of children whose teachers have referred them to the counselor. These will be pupils who have poor attendance or other problems which seem to result from home environment. Through these services the deprived child may be helped with free lunches, shoes, clothing, and medical attention. Other members of the family will be acquainted with the child's problems as the school sees them and be told what efforts the school is making for the child. An effort will be made to advise families how to budget their income.

The counselor will work very closely with the Halifax County Welfare Department, the regular school attendance counselor, and the ESEA project nurse.

OTHER INSERVICE TRAINING

Inservice training will be provided for the teachers in order to raise their level of competence in teaching language arts. This will help them to deal better with problems in the language arts at all grade levels.

JOHNSTON COUNTY BOARD OF EDUCATION

Project No. 68-0069

Title
Reading—Language Development

Project Budget
$1,148,459

Children in Project and Grade Levels
7,879 1-12

ESEA Staff
235

ART

Art instruction will be an introduction to the appreciation and understanding of art and art forms.

In the elementary schools with an art program all children will receive some instruction. The high school program will be an elective one. Faculty and students will be integrated.

ENGLISH—READING

Remedial reading will be offered for those students most retarded in reading ability.

Children will be selected on the basis of the previous year's Metropolitan Achievement Test reading scores. Those who scored in the bottom quartile will be placed in remedial reading.

MUSIC

Music instruction will involve group participation in vocal and instrumental music as well as appreciation for all levels of music.

High concentration of disadvantaged children will determine placement for instruction. All disadvantaged children in the schools served will have an opportunity to participate.

BEST LOVED ANIMAL STORIES
NEW WORDS

OTHER—TEACHERS TO REDUCE CLASS LOAD

Some Johnston County schools, eligible under Title I, are so overcrowded that it is almost impossible for teachers to give any individual instruction. Culturally disadvantaged children seem to need more individual help. Five of the most pressing situations will receive assistance in an effort to meet the needs of these pupils.

OTHER—TEACHER AIDES

All 22 eligible schools will have teacher aides. One teacher aide for approximately every 5 teachers will assist teachers in clerical and other nonprofessional duties. Whenever qualified parents can be used as teacher aides, they will be. Inservice training will be provided as the need indicates during the academic year.

CLOTHING SERVICE

Home visitors, teachers, and health personnel will identify those children who are in need of clothing and find out whether such clothing is available through any local community service. It is anticipated (based on the past year's clothing activity) that 250 children will need some type of clothing beyond that available from any other service—coats and shoes particularly.

FOOD SERVICE

All schools will receive supervisory service for their lunchroom program. Free lunches under the present limited budget will be practically nonexistent in eligible schools.

GUIDANCE

Eleven counselors will work closely with the deprived child in helping him understand himself and assisting him in learning how to work with his personal, educational, and vocational problems. Special testing for small groups—aptitude, self-analysis and other personality inventories—will be used when appropriate. Counselors will work with teachers and all other personnel who influence the children. It is expected that counselors can work successfully with many children who have emotional adjustment problems, permitting the psychologist more time to work with the most seriously disturbed.

All pupils in high school will eventually receive some assistance from the counselor.

HEALTH—DENTAL and HEALTH—MEDICAL

This service is planned to meet the health needs of those children who are economically deprived. Two nurses will be contact people to screen children referred by teachers. Some children will be screened in each of the 22 eligible schools. Circumstances will determine the number of children in each school. After proper screening is completed, the nurses will (by contracting services of dentists, one medical doctor, one surgeon, and one ophthalmologist) follow-through with required treatment.

When possible parents will accompany children to office of the dentist, physician, or psychologist.

LIBRARY SERVICE

Library services will be rendered in all eligible Title I schools by 25 full-time librarians. We hope this will help create a love for reading which should lead to continual learning even after school.

PSYCHOLOGICAL SERVICE

The psychologist will work with reading teachers, classroom teachers, home visitors, and health personnel in diagnosing causes of reading problems of those children whose problems cannot be diagnosed by teachers. In addition, the psychologist will work with individual students who have serious emotional problems. In some cases he will work with small groups of students whose problems are similar. He will contribute in various inservice training programs to help teachers better understand emotional needs of deprived children. He will work closely with the statistician who will be directly responsible for evaluation of services and instruction. Together they will design many of the instruments needed to secure information for evaluation.

SCHOOL SOCIAL WORK

Four home visitors and one social worker will work with the homes of the economically deprived children. These people will make every effort to improve home-school relations for the deprived child. Teachers, counselors, and principals will make referrals to home visitors. Home visitors will make regular visits to involve parents in school activities, to help them have a more positive attitude about their children's education, and to assist in identifying those children who have food and clothing needs.

SPEECH THERAPY

This activity will help correct faulty speech patterns of children. When a child's speech pattern calls attention to the difficulties, he will be accepted for therapy by the therapist.

Parents will be asked to give consent for their child to engage in therapy.

TRANSPORTATION FOR HANDICAPPED CHILDREN

During the academic year, children handicapped to the extent that they are unable to ride the school bus will be taken to and from school 5 days per week. A station wagon is already available. This should reduce linguistic and social isolation by putting children in school who would otherwise have to remain at home.

OTHER—AUDIOVISUAL SERVICE

Audiovisual services will be performed by a coordinator and technician. They will work closely with librarians, reading teachers, regular classroom teachers, and others. Children in the remedial reading program will participate the most, but other children will occasionally profit too.

NASH COUNTY BOARD OF EDUCATION

Project No. 68-0134

Title
Improve Instruction in Basic and Skill Areas

Project Budget
$1,012,732

Children in Project and Grade Levels
5,788 K-12

ESEA Staff
176

CULTURAL ENRICHMENT

This activity will have 3 basic phases: music, art, and field trips.

MUSIC

Children who have had no previous training in music will be selected to participate in this activity.

The objectives of the music program are to:

- **Learn to enjoy music.**
- **Become more knowledgeable about various compositions and composers.**
- **Increase in understanding of various styles of music (classic, romantic, impressionistic, contemporary).**
- **Gain understanding of different forms in music (suite, overture, symphony, ballet, and opera).**
- **Become more familiar with the instruments of an orchestra.**
- **Increase in knowledge about basic elements of music such as tempo, meter, and mood.**
- **Develop the ability to interpret music through free bodily movements and use of rhythm instruments.**
- **Appreciate and understand American music and the music of other peoples and places; and gain greater understanding of other peoples and places through music.**

ART

This course will deal with art in the areas of architecture, paintings, and sculpture.

The objectives of the art program are to:

- **Understand the basic principles of art such as scale, line, balance, color harmony and value, suitablity of materials, organization and form.**
- **Recognize the idea expressed in the work.**
- **Appreciate the techniques of art.**
- **Recognize some of the world's finest pieces of art.**
- **Develop the ability to create.**

FIELD TRIPS

All educationally deprived children from grades 1-12 will have the privilege of taking one or more trips to see some of the works of art and to visit places of current and historical significance. All pupils who are educationally and economically deprived, as determined by the family income and the child's achievement level, will be eligible for these field trips.

The objectives of the field trips are to:

- **Provide pupils opportunity to recognize good works of art.**
- **Acquaint pupils with certain geographical centers of interest in their own surrounding and in certain sections of their state.**
- **Provide experiences by which pupils can appreciate their cultural heritage.**

Parents will be used at times to accompany teachers and pupils on the field trips.

ENGLISH—READING

Specifically, this phase of the program will be an intensive attack on deficiencies in the skills of reading, writing, speaking, spelling, and listening in the elementary and high school classes. Any person scoring a year below grade level on Standardized Achievement Reading Tests will be declared eligible for the program. According to research on the students in the target schools, 70% of the elementary pupils and 60% of the high school pupils fall in this category. This program will be implemented by the regular classroom teachers in grades 1-6, the teachers of the language block in grades 7 and 8, and the English teachers in grades 9-12.

Individualized instruction, interest reading materials, and reading laboratories will be used to attack these reading problems.

Teacher aides will be used in this phase of our program as follows:

1 aide for each teacher—1st grade
1 aide for 3 teachers—2-3 grades
1 aide for 5 teachers—4-8 grades
1 aide for 5 teachers—high school
1 aide for each library
1 aide for each counselor

There will be no racial overtones involved, but the social and linguistic improvements will become evident as a result of pupil participation in this program. All students are native born Americans, supposedly speaking the English language. However, because of their local dialect and poor language usage developed from the environment, some social stigma is attached. It is hoped that this reading program will eliminate this condition.

There will be five inservice training meetings for staff members.

ENGLISH–SPEECH

This program is designed for children who have reading and speech difficulties. In this activity special speech laboratories, devices and techniques will be used to correct reading and speech deficiencies.

Educationally and economically deprived pupils who are found to have reading problems and speech defects will make up the classes participating in this activity.

Parental permission will be obtained before enrolling pupils in this activity. Parents will also be invited and expected to attend the classes occasionally so that they will understand and know how to help their children at home.

There will be monthly inservice training meetings for all staff members.

HEALTH and PHYSICAL EDUCATION

The health and physical education program is basically the same as that proposed for the 1966-67 school year since personnel could not be employed for last year's program.

There will be one physical education health coordinator for the target schools. This person will:

- **Provide inservice training experience services for the regular State allotted teachers in the elementary schools.**
- **Study the status of teacher training and qualifications; equipment, supplies and facilities; play ground areas; health teaching facilities.**
- **Administer North Carolina Fitness Test (pre and post).**
- **Set up objectives cooperatively.**
- **Select activities and develop a program which includes experiences in conditioning activities, games, individual and team sports, stunts and tumbling, relays, rhythms, mimetics, story plays, and outdoor education.**
- **Work with principals to secure necessary equipment, supplies and adequate playground area.**

There will be six inservice training workshops for teachers held by the physical education coordinator.

NATURAL SCIENCE

This activity will involve all of the natural science courses (life, earth, physical, biology, chemistry and physics) taught in the target junior and senior high schools. All educationally and economically deprived students will participate in the life, earth, physical and biological sciences, and deprived students who register for chemistry and physics in the target high schools will participate.

Five inservice programs will be carried on for teachers of science. They will be conducted by the science supervisor.

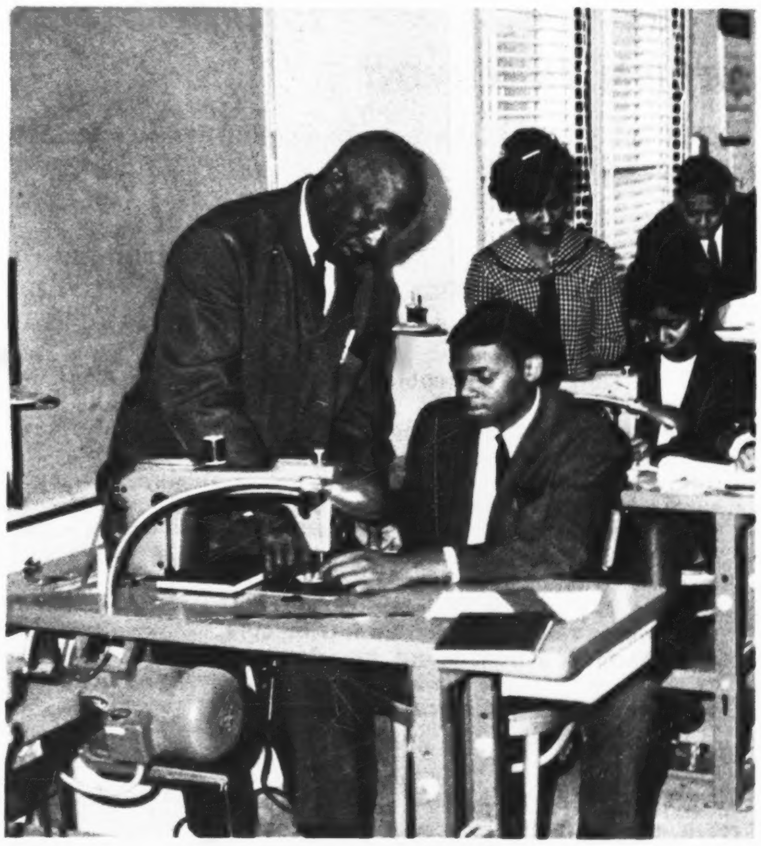
VOCATIONAL EDUCATION

The vocational courses are designed for prospective dropouts who will be given training in one of the following courses according to their aptitude.

Auto Mechanics
Brick Masonry
Carpentry
Health Occupations
Construction Industry
Small Engines
Tailoring
Graphic Arts
Industrial Cooperative Training
Cabinet Making
Office Occupations

Educationally and economically deprived pupils will be eligible to take one or more of these courses.

These courses will be carried on during the regular school year from September 5 to May 30 and again during the summer from June 15 to July 25, 1968.



Construction Industries will be scheduled one hour daily. Health Occupations and Small Engines will be scheduled two hours daily. Carpentry, brick masonry, graphic arts, industrial cooperative training, tailoring, auto mechanics, and office occupations will be scheduled three hours a day.

OTHER—KINDERGARTEN

This phase of the project will be a summer readiness program for children who will enter school for the first time in September 1968. We propose a summer program which will include this activity beginning June 15, 1968, and ending July 25, 1968. All children entering school for the first time in the fall of 1968 will be eligible. There will be approximately 600 pupils, 40 teachers, 40 teacher aides, 7 supervisors, 12 principals and 7 guidance counselors working in this activity. The latter three groups will also be working with other phases of the 1968 summer program.

The objective of this program is to orient preschool children for school readiness by acquainting them with a new physical environment, promoting social adjustment, developing physical fitness, and promoting learning skills.

The staff will be totally integrated and all pupils will be assigned to the school on a totally integrated basis.

There will be a 2-day preservice training workshop for all staff members on June 13 and 14.

ATTENDANCE SERVICE

Eight hundred fifty-six pupils in the target schools (15% of the membership) were absent daily during the 1965-66 school year. During the 1966-67 school year an attendance counselor was employed with ESEA funds. As a result there was a decrease from 856 absences per day to 699, or 157 fewer absences per day. The attendance counselor's services will be available to all educationally deprived pupils who are regularly absent from school (more than one day per week).

CLOTHING SERVICE

Forty-two percent of the families with children in the schools have an income of less than $2,000 income annually. Many of these families have 8 and 10 children. In his work during the 1966-67 school year our home-school coordinator visited many families whose children could not remember ever having worn a new garment even though they were now teenagers. All of these children were clothed through the ESEA project. A total of 951 children from 274 families were clothed in order that they might attend school. In every case children who received clothing attended school regularly in contrast to their sporadic attendance in previous years. The home-school coordinator will continue to serve the homes. His program has been coordinated with that of the Nash County Department of Welfare.

FOOD SERVICE

Seven of the 10 target schools had no lunchroom facilities in 1965-66. In the 3 schools which had lunchrooms the participation was 33.3%. During the 1966-67 school year, as a result of the ESEA program, 55% of the pupils in the schools which had lunchrooms participated. More than 453,000 lunches were served in target schools which previously had no lunch program. We wish to continue and broaden this program so that eventually the 4,077 students who had no type lunch program other than milk in 1965-66 will all be participating.

GUIDANCE

One guidance director will be employed with ESEA funds to supervise the total guidance program in the target schools. There is one guidance counselor in each of the three target high schools and their services are to be extended so as to provide guidance services in the target elementary schools.

The guidance program will include:

- **Pre and post Primary Mental Ability Tests—SRA for kindergarten.**
- **Slosson Individual Intelligence Tests (for placement of kindergarten children in first grade the following year).**
- **Pre and post Stanford Achievement Tests (grades 1-8).**
- **Screen for vocational potential with aptitude and interest tests.**
- **Provide group and individual counseling.**
- **Provide inservice training for teachers.**
- **Identify over and under achievers.**

HEALTH—DENTAL and HEALTH—MEDICAL

In the 1967 ESEA summer school each preschool child was given thorough medical and eye examinations by a doctor and an optometrist respectively. The examinations were followed up by having the discovered physical defects of deprived children corrected.

We propose for the 1967-68 health—dental program and health—medical program to employ one health-school coordinator to coordinate the school health services. She will have a team of two health aides whose job will be to go to all rooms with deprived pupils and screen for health defects. There will be a concentration of medical—health services in the 4th grade (the first three grades have been taken care of in previous ESEA programs) and all other defects of deprived children requiring immediate attention will be taken care of.

LIBRARY SERVICE

This phase of the program will adopt the philosophy that the library services support the total educational program as the center of learning. All eligible pupils will participate.

In order to implement this theory, we aim to do the following:

- **Free all libraries from use as classrooms or study halls.**
- **Provide a library supervisor for the target schools.**
- **Provide a part-time librarian and a full-time library aide for each school.**
- **Build a resource collection of balanced, quality materials, including audiovisual materials and equipment, and professional books and periodicals. All these shall be properly listed and catalogued.**
- **Schedule time for the teaching of library skills according to the sequences suggested by the State Department of Library Services.**
- **Provide assistance to students and teachers with the selection of materials and resources appropriate to the reading level of the student and the learning activity at hand.**
- **Make the library an attractive, appealing place which students will anticipate visiting with pleasure.**

TRANSPORTATION SERVICE

Nash County is basically a rural area. Therefore, school buses are needed to transport pupils to and from school. Forty buses will be used during the summer program for transportation. Forty bus drivers will also be employed. The regular bus supervisor, his mechanical and maintenance staff, will operate and supervise the transportation system.

All supplies, materials, and equipment necessary for this operation will be obtained by the staff already mentioned and ESEA will pay the cost.

OTHER—SUMMER PROGRAM

Cultural enrichment, English—reading, English—speech, health and physical education, kindergarten, food services, clothing services, medical services, and library services will be included in the summer program beginning June 15 and continuing through July 25.

Title

Identification of and Remediation and Enrichment for Low Achievers in Reading and Mathematics

Project Budget

$200,558

Children in Project and Grade Levels

1,580 K-12

ESEA Staff

46

ENGLISH—READING

This activity is intended to provide the means whereby each individual will have an opportunity to develop his reading potential to the greatest possible extent.

Seven special teachers are employed to assist the regular teachers in developmental and remedial instruction. Emphasis is placed on reading and mathematics. On the elementary level five of these teachers put more emphasis on reading instruction, while two of the teachers are assigned on the secondary level for emphasis on mathematics.

The reading program will be based on teacher evaluation, test results, and other information.

Special reading classes will be held for students reading well below grade level. Classes will be designed to provide, on an individualized basis, for reintroduction and development of the simple basic reading skills such as word attack, comprehension, vocabulary, and word recognition.

Each teacher will be scheduled for a number of classes per day with approximately 8-15 students per class. Therefore, an educationally deprived child should receive approximately three hours of special instruction per week for 36 weks.

Reading in all major subject areas will be emphasized and provisions will be made to extend reading beyond the skill areas into regular reading materials by means of modified lead-in books selected for high interest and for multi-level appropriateness. Materials will be selected to fit the needs of specific classes.

MATHEMATICS

The intended purpose of this activity is to cure the existing math ills among some of the educationally deprived children.

Although the five special teachers on the elementary level will place emphasis on reading, they will assist in providing some remedial instruction in mathematics.

The mathematics program will be emphasized at Booker T. Washington High School where a certified math teacher will provide special instruction for the educationally deprived children. It is anticipated that 100-175 students from this group will experience difficulty in the area of instruction. Each class, accordingly, will be within the range of 20-25 students per class.

Subject area teachers in mathematics will determine the students from the ESEA group who are experiencing difficulty. These students will be placed in special classes which will provide individualized instruction. This program is to be continued for the next school year so that students involved will receive instruction in another math course or new materials in mathematics which they must have and use; that is, a consumer mathematics program which is geared to the student who is educationally deprived.

OTHER—PRESCHOOL READINESS

This activity is intended to raise the learning readiness of the deprived preschooler to a level more nearly parallel with his ability. It will include eligible children in the project areas, 5-6 years of age, who would normally enter the first grade in September, 1968.

In our program we have established 9 kindergarten classes and most of the classes are held in mobile units. Each teacher has approximately 20-25 students per class and the kindergarten schedule is 4 hours per day. Special training materials and supplies are provided for each unit.

In the course of overcoming the basic needs and achieving the broad objectives of the program, the following specific objectives will be sought and evaluated as evidence that improvement has occurred.

Learning objectives:

- Develop manipulative skills.
- Expand the background experiences and concepts of the child and broaden his contact with the "outside world."
- Help the child develop correct speech habits.
- Increase the listening ability of the child and lengthen his attention span.

Psyco-social objectives:

- Enable the child to experience success immediately and to work at this level.
- Through understanding and acceptance, increase the child's sense of personal worth.
- Promote a healthy attitude toward society and its value structure.

Some other educational activities to be maintained in our preschool program will involve the following groups:

TEACHERS

- The teachers will attend a workshop to insure their familiarity with the latest developments in preschool education.
- The teachers will have some inservice training to stay abreast of this rapidly changing field.
- The teachers will attend regular group meetings with the supervisor to air common problems and make readjustments and improvements where necessary.

PUPILS

- The students will be in class from 8:30-12:30 for 5 days per week. A suggested schedule includes free play, language arts, physical education, social studies, mid-morning break, rest-time, and lunch time.
- Each kindergarten child will be provided with a free lunch at approximately 11:30 each day.
- Each child will be screened for health defects.

PARENTS

Since, at this level, the home is of such dominant influence, every effort will be made to involve the parents of the children through:

- **Regular home visitation by teachers and home-school coordinators.**
- **Scheduled conferences with parents at school.**
- **Assignments involving the cooperation of parent and child.**
- **Activities given at school by the children to help encourage the parents to be more interested in our school program.**

CLOTHING SERVICE

A clothing closet, housed in a central location in one of our schools, will be operated to provide essential items of clothing to our ESEA children. A lady will be hired to work in the clothing closet for 3 hours per day, 4 days per week. She will use the other day for soliciting clothing, making necessary repairs, and seeing that the clothes are clean and available for use. New clothes will be purchased as needed. However, through close coordination with other agencies and the P.T.A., churches, and civic organizations, most of our needs will be met through solicitation.

The providing of clothing from the closet will be left to the discretion of the home-school coordinator, guidance counselor, teacher, and the principal.

It is our belief that the provision of suitable clothing, will help to develop a warmer, more receptive attitude toward school and learning in general.

This clothing service is made available to all of the ESEA children.

With the small amount of money that we have for this expenditure, we are proud of the accomplishments shown below.

ITEMS DISTRIBUTED FROM OUR CLOTHING CLOSET*
(1966-67)

291 dresses
262 pairs of shoes
213 pairs of socks
197 sweaters
240 blouses
357 shirts
214 pants
80 skirts
70 coats
43 caps
110 jackets
34 raincoats
2 suits
95 miscellaneous

***524 children received items from our clothing closet.**

FOOD SERVICE

Since the implementation of Title I, we have had 9 kindergartens in operation for the educationally deprived children. These kindergartens are located at 6 of our elementary schools, with Holland, Baskerville and Pope having two kindergartens each.

Our kindergartens follow many of the characteristics of a good preschool program taken from publication number 305, *Schools for Young Children*, published by the State Department of Public Instruction.

Each kindergarten is in operation during the regular 9 months school term with the children attending from 8:30 a.m. to 12:30 p.m.

In our application we plan to provide a regular lunch for all preschool children who come to school hungry and penniless. The cost will be 30¢ per child per meal, and it will be a balanced diet with milk included. Due to limited funds, this will be the only food service provided in our ESEA program. With some provisions for food, it is expected that the school work and attendance of the project area children will improve. The best preparation for success in the first grade is a happy, successful year in which the five-year old is encouraged to grow and develop continuously in his own way, in his own time, and with a positive attitude toward school. It is our belief that our food services will contribute to this preparation.

HEALTH PROGRAM

The health and physical needs of pupils in the project area will be provided by 3 registered nurses employed full-time to work both in the school and in the home if necessary. There will be a screening program to help determine the physical needs of the school and preschool children whom we expect to enroll. After the screening program is completed, the nurse will make recommendations and referrals to meet the needs. She will help to keep health records on the child. If additional money is allocated, we plan to put priority on correctional funds.

The 3 nurses will work closely with the City Health Department and each will be assigned to work in 3 or 4 eligible schools during a week. While a worker is assigned to a school, the children will be able to take advantage of this service during the 36 weeks of school.

Through our health program, children's attendance in school should improve and children should feel more like participating in the school activities. It is our hope that the health program will work as a preventive measure for these children in the future.

Each nurse is provided with a health room in each school.

SCHOOL SOCIAL WORK

Two full-time and two part-time home-school coordinators will be employed to make home visits to assist parents in developing home atmospheres that will stimulate pupils to perform at full potential. Home-school coordinators will work in close cooperation with parents, counselors, teachers, and all other project personnel to achieve desired goals. It is expected that home environments of low income families will improve markedly. Our coordinators and other project personnel, working with parents through conferences, group meetings, home visitations and demonstrations will attempt to "uplife" parental attitudes and activities, and consequently improve the atmosphere of the home.

It will be a responsibility of the home-school coordinator to see that the clothing closet is made available to the children.

Our workers cooperate very closely with the county welfare department's representative or social worker.

OTHER—SUMMER PROGRAM

Summer scholarships will be provided for approximately 200 children to participate in remedial and developmental programs, provided subsequent budget allocations permit this. Also we would like to provide some type of enrichment program during the summer months for the Title I children.

NORTHAMPTON COUNTY BOARD OF EDUCATION

Project No. 68-0008

Title
Extension of Improvement in Reading

Project Budget
$582,504

Children in Project and Grade Levels
4,038 K-12 and ungraded

ESEA Staff
106

ENGLISH—READING

Reading is the foundation upon which all educational learning depends. Therefore, efforts to strengthen the reading program seem vital for Northampton County students. The original Title I program in 1965 was designed to initiate learning activities related to reading and language arts. This program was expanded in 1966-67 with additional equipment and staff. This year, with the program well launched, attempts will be made to sharpen the skills of teachers in working with educationally deprived children; to broaden the educational background of preschool children; to extend the program into other localities into which educationally deprived children have transferred; and to strengthen in every way possible the activities related to helping children learn to read better. This may involve other language arts skills such as communication, both oral and written; but the main emphasis will be concentrated on reading. Children selected to participate in this activity will be those children who are reading below grade placement as indicated on standardized achievement tests.

The language arts supervisor will help to plan special educational activities in the 10 target schools and to a limited extent in the 6 nontarget schools to which educationally deprived children have transferred. She will supervise the general progress of teachers and teacher aides in their efforts to focus attention on educationally deprived children. Emphasis will be placed on activities in the lower elementary grades so that the enrichment of language arts background begun last year in the kindergarten may be maintained and broadened. Special help in the reading area will extend at least through the 9th grade.

Handicapped children in special education classes will be given special attention and the supervisor will assist in planning programs for them.

Workshops and inservice training will be provided to help teachers improve their skills in working with educationally deprived children. This service will be provided, not only for the teachers employed by ESEA, but for all those teachers who are working with any of the educationally deprived children in their school. These courses will be carefully planned to present new methods of working with deprived students. Most will be planned with the assistance of institutions of higher learning. Teacher aides will also be given instruction in how to function more effectively within the classroom.

The library supervisor will help to extend the services of the libraries and help stimulate interest and skills of children in reading and related areas. Additional materials and supplies may be added as necessary.

The audiovisual mobile unit, already in operation, will make scheduled visits to each school to deliver or pick up requested materials and equipment. The mobile unit will serve to a limited degree the 6 nontarget schools to which educationally deprived children have transferred. Repairs will be made to damaged equipment or film, and new materials will be made available within limits as set up in the project.

Any innovative ideas to improve the quality of reading or activities within related language arts areas will be put into effect as long as they can be held within the budget as set up in the proposal.

OTHER—PRESCHOOL READINESS PROGRAM

A kindergarten program will be operated in the 10 target schools during the 1967-68 school term for 2 periods of 4½ months each. All preschool children not now enrolled in school and who will be 6 years old on or before October 16, 1968, will be eligible to attend. Approximately 400 children will be participating in this program.

These children are to be divided into two groups, each group to attend one of the 4½ month sessions. Transportation will be provided on the regular school bus routes. Any parent who wishes to do so may pick up his child at 1:00 p.m.

This program is a continuation of a program begun in February, 1967, for which space and equipment has already been provided. Cots are provided for students who must remain the entire day. Lunches will be served to all students enrolled. The classrooms are provided with materials for enrichment of educational background so that preschool children will be better prepared to meet educational requirements when they enter school in the fall. Additional supplies and equipment will be purchased as necessary.

Ten teachers and 10 aides will be employed to work with these children. Teachers will be offered inservice training during the year to help them in working with children who have been deprived of educational experiences. Teacher aides will also be given instruction in how they can function most effectively in their roles.

Instruction for children will include the following activities:

- **Free play which will involve music, group play, creative activities, toys, and materials to develop skills.**
- **Language arts which will involve story telling, poetry, music, records, films, books, dramatics, and other types of oral and visual communication.**
- **Social studies which will involve sharing experiences of the world about him through oral expression, books, films, filmstrips, records, field trips, and visitors who may interpret various jobs and experiences in the world of work.**

ATTENDANCE SERVICE

Students who attend the target schools have had a high rate of absenteeism. There have been many dropouts, particularly in the junior high school years. It is thought that many of these cases are a result of discouraged students who have a history of failure. Attempts to build a better educational background may, in time, prevent this tremendous loss to society. In the meantime, it is felt that much can be done to encourage students to stay in school.

An attendance counselor has been employed and will continue to counsel students whose problems tend to keep them from attending school regularly. She will work with teachers, counselors, principals, social worker, nurses, and other staff members in an effort to understand these problems and to build new habits and attitudes toward regular school attendance. She will check regularly on absentees and will visit homes of these students when necessary. She will also encourage each school to keep better records and to make daily checks on school attendance.

CLOTHING and SOCIAL WORK

It is difficult, both physically and emotionally, for a child with inadequate clothing to attend school. A social worker has been employed to investigate individual cases where a lack of clothing seems to be a problem affecting regular attendance or creating discomfort which makes learning impossible. The social worker will continue to provide needy students with necessary clothing. This should not only alleviate discomfort but should also improve the students self-image and regular school attendance.

The social worker will also work closely with the attendance counselor in consultation with students who have home or school problems that make school attendance or school learning difficult.

She will help check on children who are receiving school lunches and perform other services that will provide a closer relationship between a child in his school learning situation and his home. Referral to other community agencies will be made where further services are required.

FOOD SERVICE—LUNCH

Students who are hungry cannot possibly be receptive to instruction. Therefore, lunches will be provided for students who otherwise might go through the school day without food. The teachers, nurses, social worker, and attendance counselor will cooperate in identifying students economically eligible for free lunches. Services are being extended to six nontarget schools to which educationally deprived children have transferred. This will be limited to those children who qualify under the transferral plan of one and one half the number of actual transferrals.

Lunchroom equipment and supplies have made it possible to serve the increased number of students participating in the lunch program as a result of free lunches provided under ESEA. The lunchroom supervisor who was employed for the 1966-67 school year will continue to supervise the lunchrooms with special attention to efficiency of operation, on-the-job training, planning of wholesome meals, and accuracy of records.

Inservice training will be made available for lunchroom managers and their staff.

HEALTH—DENTAL and HEALTH—MEDICAL

Two full-time registered nurses who were employed under the 1966-67 project will continue to offer services, under the supervision of the County Health Department, to students in the target schools and in the community whenever needed. All students will be checked for health defects, and corrections of eye and teeth defects will be provided where this is needed. Limited services will be offered in the six nontarget schools to which educationally deprived children have transferred. Preschool children in target schools will be carefully checked and home visits will be made when the need for this is indicated. Medical referrals will be made to other agencies when defects are found that cannot be treated under the ESEA program.

The nurses will work closely with the attendance counselor, social worker, food service supervisor, and other staff members to make certain that children are receiving coordinated services. Equipment and supplies will include medical materials necessary to carry out their duties.

LIBRARY SERVICE

A library supervisor was employed in 1966-67 to initiate or to extend library services in the schools. She will continue to work with librarians in the care

and use of the school libraries. She will assist in planning programs to stimulate student interest, in providing new materials, and in processing books that might be purchased. Her vision and leadership may be used in working with other staff members to stimulate interest in broad reading programs.

Formation of library clubs will be encouraged.

Services will be extended on a limited basis to six nontarget schools to which educationally deprived children have transferred.

A visual aids director will be employed to supervise the use of films, filmstrips, records, and visual aid equipment. He will work closely with the librarians and the library supervisor in making equipment and materials available to all target schools, and on a limited basis to the 6 nontarget schools to which children from the target schools have transferred. He will operate the mobile audiovisual unit to deliver and pick up materials, offering repair service whenever necessary.

TESTING and EVALUATION

The evaluation director who was employed in 1966-67 will continue to plan and organize the testing and evaluation services.

She will have charge of scheduling and implementing the testing program, using the California Achievement Test and the California Test of Mental Maturity for overall objective evaluation purposes. Students in grades 2, 4, 6, 8, and 10 will be given both of these tests.

She will also help plan and implement programs of additional supplementary testing of special groups which may show progress in areas related to reading. This will include testing for special education classes, the preschool readiness tests, and others as desired or needed.

She will work with other staff members to organize data for evaluation of each service or activity offered under the ESEA program.

She will work with visiting psychologists or others who might help in the evaluation of children, and will make student referrals to other community agencies where it seems necessary.

Inservice training in testing will be provided for all teachers who will be involved in testing so that test results will be more valid.

It is hoped that the evaluation report may be used in overall school curriculum improvement, in the planning of other projects or activities for the improvement of educational opportunity, and for the general understanding of the relationship of economic status to educational progress.

Title
Reading Developmental Program

Project Budget
$240,331

Children in Project and Grade Levels

1,598	1-9

ESEA Staff
31

ENGLISH—READING

Tests administered during May, 1967, in the five eligible Vance County Schools reveal that only 339 of the 2,095 students are grade level or above (compared to national norms) and 822 are two or more years below grade level in reading. Reading is the most important factor in the progress of a student in school. Thirteen teachers will be hired to teach developmental reading and remedial reading. Eight teachers will teach developmental reading in ESEA units to students who are at least two years below grade level in reading. The classes will be conducted so that students on a small group basis will receive special instruction in reading for at least one hour per day during the regular school term. These teachers will travel to feeder schools if needed.

Five teachers, one at each eligible school, will teach remedial reading in classrooms to students who are 2.5 or more years below grade level and who would ordinarily be in combined classes. These students will participate a full day each school day. This will give these students an opportunity to have a trained reading teacher and also relieve the problem of a combination grade.

One teacher aide per school will be hired to work in the reading classroom to relieve the teacher of some of the clerical load that takes her away from her teaching. This will enable each reading teacher to devote more time to her instructional program—her students and their problems.

CLOTHING SERVICE

Clothing will be provided to educationally deprived children in eligible schools on the basis of need attested by the teacher or principal of the school. An eligible child transferring to a noneligible school will remain eligible.

The social worker will check the homes in order that the most needy educationally deprived children are helped.

FOOD SERVICE—LUNCH

A hungry child is not receptive to learning; therefore, one phase of this project will continue the free lunch program. Lunches will be allocated to schools on the basis of need. Educationally deprived students in the eligible schools, and those who are eligible in the feeder schools, will receive free meals. Five hundred children will participate in the free lunch program.

HEALTH—DENTAL and HEALTH—MEDICAL

The ESEA staff will include a nurse who will screen children. She will visit each school weekly to determine the dental and medical needs of the children who have been referred by teachers. If their dental or physical condition is preventing them from making the best use of their educational experience, she will refer them to the ESEA office. Eligible children transferring to a noneligible school will remain eligible. The nurse's duties will include home visits to help parents work out health problems. Efforts will be coordinated with other public agencies to prevent duplication of work.

LIBRARY SERVICE

The materials in the ESEA center library, (2,887 books, 315 films, 240 filmstrips, 115 recordings and 24 tapes) will be circulated to all Vance County Schools. Teachers in the five eligible schools will have priority on selection and delivery of materials. The ESEA office has published and distributed to all schools a catalog of the curriculum enrichment materials available to Vance County teachers. School personnel will also be able to come to the center to preview films and filmstrips, select books, work with the media specialist and librarian, and make use of the professional library that has been established for their benefit.

The librarian will work in the ESEA center's library helping to evaluate, select and catalog materials, and fill requests from teachers.

The media specialist will help select, order, and distribute films and filmstrips. In addition, he will hold group and individual workshops on the proper use of equipment.

SCHOOL SOCIAL WORK

The social worker will help unite the efforts of the home, the school, and the community in resolving problems which prevent children from making maximum use of the resources and benefits available to them through the school. The social worker will coordinate his activities with the welfare agency and the health agency. He will investigate home conditions of children receiving ESEA services to help solve home problems.

The social worker will make a report giving the number and types of referrals. The referrals will fall under six broad areas:

- **Nonenrolled, dropped or irregular in attendance.**

- **Children making unsatisfactory progress in school.**
- **Children exhibiting antisocial behavior.**
- **Children who are shy and withdrawn.**
- **Children who have health problems.**
- **Children who have clothing problems.**

Case histories will be written on each referral. Underlying causes of children's problems and what steps were taken will be reported.

HENDERSON CITY BOARD OF EDUCATION — Project No. 68-0040

Title
Language Arts Developmental — Communication Skills

Project Budget
$211,239

Children in Project and Grade Levels
1,446 — 1-10 and ungraded

ESEA Staff
27

CULTURAL ENRICHMENT

A relation exists between the nature of the child's cultural background and his ability to succeed in the language arts area and, subsequently, in all subject areas. It therefore becomes necessary to provide the children involved with the richest possible exposure to every cultural opportunity in an attempt to close the gap created by their deprivation.

Activities will be designed to expose students to varied cultural and educational activities outside the classrooms. Students will study and visit community resources. An activity bus will be used to transport children from schools in the eligible attendance areas to the Children's Museum in Durham; the Planetarium in Chapel Hill; university campuses, the Art Museum, Capitol Building, and other places of interest in Raleigh which might add to a child's cultural enrichment.

Students will be encouraged to read good books, study art prints, listen to recordings, and see films and filmstrips. Some of these materials are in the schools and others are in the curriculum laboratory to supplement what each school has. A qualified librarian is in charge of the curriculum laboratory, and a regular delivery service is provided for the school.

ENGLISH—READING

This project is designed to correct the deprivation of children in the area of language arts and to develop communication skills. This broad area stands at the center of the educative process. Without an adequate facility in the skills of reading, writing, speaking and listening, the child is handicapped in whatever he undertakes in school.

A project designed to correct some of the problems encountered by the child in the area of language arts should do much to open the paths of learning in all areas of the curriculum, to improve the child's self-concept, to enable him to enjoy the many pleasures of life, to aid him in the acquisition of saleable skills and to provide the community with a more informed citizenry.

Reading looms as an important factor in the progress of a child in school. Many children are achieving below grade level in reading, and this program is designed to assist these individuals in reaching grade level in reading. Instruction for these students will be organized on an individual and small group basis to meet their needs and to assist in locating and remedying their difficulties.

Language arts teachers will work in the field of reading under the direction of the supervisor and the principal. These teachers will aid the classroom teachers in organizing the classroom for a more effective reading program and will work with extreme problems.

The program will be conducted so that educationally deprived students, on an individual or small group basis, will receive special instruction in reading from 45-60 minutes each day.

The curriculum laboratory is located in a central location. A full-time, qualified librarian is in charge of the instructional materials and equipment. The use of this center makes for better utilization of all materials. These are to supplement what are in the schools A regular delivery service will be provided for the schools.

OTHER—REDUCTION OF CLASS SIZE/ ADDITIONAL TEACHING STAFF

Two additional classroom teachers will be added to two schools in attendance areas eligible for Title I projects, in order to reduce the heavy class load of the present personnel. This will insure a better balance between teacher and students. This will also give teachers an opportunity to work on a closer basis with their classes and to devote more time to individual students and their problems.

OTHER—TEACHER AIDES and OTHER SUBPROFESSIONAL HELP

A teacher aide will be employed to assist the guidance counselor in the high school in the eligible attendance area, thus relieving the counselor of many clerical and secretarial duties. The counselor will have more time for her guidance duties and student counseling.

Library aides will be added in all schools in the eligible attendance areas to assist in giving better library service and to free the librarians to assist students in their work.

CLOTHING SERVICE

Clothing will be provided to children in schools in the eligible attendance areas and in feeder schools on the basis of need. The visiting teacher will be responsible for visiting the home of any child recommended for aid and for working with necessary agencies to determine the child's needs.

FOOD SERVICE

A hungry child is not receptive to learning. Therefore, one phase of this project will be to initiate a free lunch program. Lunches will be allocated to schools on the basis of need. In eligible and feeder schools 466 children are expected to take part in this program.

HEALTH—DENTAL and HEALTH—MEDICAL

The project staff will include a nurse who will work in schools in the eligible attendance areas and in feeder schools on a weekly schedule, and whenever else needed.

The program of correcting health defects will be a vital part of this project. Principals and teachers, with the cooperation of the nurse, will refer students to doctors, dentists, and optometrists for treatment. The nurse will visit the homes of the students to assist the family in understanding this phase of the program. Cases will be carefully screened with all agencies to avoid duplication of services.

LIBRARY SERVICE

One librarian will work in the curriculum laboratory helping to evaluate, select, and catalogue materials. This librarian will help the teachers get the materials they need to enrich or supplement their programs.

A second librarian will work, at least half time, in a school that is located in an eligible attendance area. This librarian will also offer services whenever needed to other schools in the eligible attendance areas and to feeder schools. This school does not have a librarian each day but has a central library. This will help teachers and pupils to use the present library more effectively.

SCHOOL SOCIAL WORK

The visiting teacher is a person with special training at the graduate level in education, psychology, and social work.

The visiting teacher service is an educational service. It is a part of the total school program for every child in the qualifying schools. It is a social work service only to the extent that it uses the social work method as its tool of operation.

Children in five broad areas will be helped by the visiting teacher.

- **Those who are not enrolled, have dropped out of school, or are irregular in attendance.**
- **Those who are making unsatisfactory progress in school.**
- **Those who exhibit antisocial behavior.**
- **Those who are shy and withdrawn.**
- **Those who have health problems.**

In working with parents on these cases, it is highly desirable that the parents assume as much responsibility for the correction of the condition as possible. If parents cannot assume responsibility, then the school can help by having the visiting teacher contact those agencies which can take care of the specialized services needed. It must be kept in mind, however, that treatment for a child's health condition can be secured only when the parent gives consent.

CURRICULUM LABORATORY

This center will provide materials covering a broad range of interest and ability. Teachers will utilize those materials which are appropriate for classroom instruction in the school or for working with individuals and small groups. There will be a delivery service to the schools. School personnel will also be able to come to the center to preview films and filmstrips, evaluate materials, and work with the librarian.

The curriculum laboratory will serve as a clearing house for schools to receive materials for their programs. Delivery service to schools will be provided once a week and more frequently if necessary. The center will be open after school hours for the use of teachers.

OTHER—PRESERVICE and INSERVICE TRAINING

A specialist or consultant will be used to upgrade the background of personnel in the program. Emphasis will be placed on the teaching of language arts and new approaches which may be used by faculties in bolstering the self-concept of the deprived child. Attendance at institutes or workshops will be made available to personnel to enrich their background and to insure a more effective program for the deprived child.

The consultant will be available for classroom visitations, conferences with teachers and other school personnel and to assist in planning and carrying out preservice and inservice programs. One of the characteristics noted in educationally deprived children was achievement significantly below grade level, not only in reading but also in other skill areas. One of the objectives, as stated, is to improve classroom performance not only in reading but in other skill areas beyond usual expectations. Through the use of consultant services and by means of institutes, workshops, or lectures, the teachers will become more aware of ways to bring about improvements in all areas, to upgrade the program and methods of teaching, and to help educationally deprived children raise their achievement level in school.

WAKE COUNTY BOARD OF EDUCATION — Project No. 68-0097

Title
Improving Communicative Skills

Project Budget
$781,105

Children in Project and Grade Levels
5,973 1-12

ESEA Staff
164

CULTURAL ENRICHMENT

The majority of children attending the public schools in Wake County have had the good fortune of enjoying the many opportunities for cultural enrichment found in the capital area of our State. Unfortunately, most children from low-income families somehow have also been culturally deprived and often educationally deprived. Because of poor attendance, little or no incentive, and low aspiration, they have developed negative attitudes toward school. When they do attend school, we have a tendency to help them "catch-up" and will often take them from art and music classes to accomplish this.

Since we are greatly increasing our efforts to strengthen the teaching of "communicative skills"—a rather heavy area of the instructional program—we feel the children we are going to help must improve attendance, improve attitude, and enjoy the experiences of learning. Once this is done, we can begin to approach our primary goal of improving the mastery of communicative skills.

In order that all children participating in the ESEA Title I project may have a better opportunity to learn, appreciate, and enjoy the fine arts, we are making provisions for itinerant teachers of art and music to serve each of the 21 participating schools. Eight music teachers and five art teachers will be assigned, each to serve several schools. In the elementary grades they will visit the regular classroom on a predetermined schedule and assist the regular classroom teacher in the instruction of art or music. The teachers assigned to the high schools may teach in a regularly scheduled class.

Because it is becoming increasingly difficult to secure properly qualified persons to teach in art and music, and because many of our regular classroom teachers are requesting assistance in these areas, supervisory level positions will be established, one for art and one for music. They will be assigned to the central office staff and provide resource services, on schedule, to teachers in Title I participating schools.

A large quantity of equipment such as rhythm bands, flutophones, record players and audiovisual equipment, as well as traditional materials, were ordered in the 1966 ESEA Title I project for the music program. Some equipment and a good many materials such as art prints, filmstrips, and 16mm film, were also ordered for the art program. All schools will make available the equipment and materials already provided for the regular classroom teachers. No special methods of instruction are anticipated at this time.

LANGUAGE ARTS

The most critical educational need in schools of the Wake County Administrative Unit qualifying for participation in the ESEA, Title I program, is for students to have improved mastery of all communicative skills: reading, speaking, writing, spelling, listening, and critical thinking. We feel that just to "beef-up" our present program is not enough. This project activity will allow us to use devices, methods, and resources heretofore untried. This effort, coupled with strengthening our existing program, will allow us to approach the objectives selected for this Title I project.

All other project activities can only be justified because they attack some particular problem that may deter us in reaching our basic objectives or in meeting our most critical need listed here. For example, in order for a pupil to master communicative skills, he must receive formal instruction. To do this, he must attend school regularly, be physically sound and emotionally stable, understand and appreciate the finer things of life, be understood and secure, and above all—feel wanted, loved, and encouraged.

This particular project is made up of a set of related activities. They are described as follows:

Skill Centers

Twenty-one skill centers will be established, one to be provided for each of the 21 participating schools.

Six such skill centers were developed in the 1967 project and they will be reassigned to participating schools. The 21 reading laboratories established for each of the participating schools in the 1967 project will be reworked and developed into 15 additional centers thereby bringing the total number of skill centers to 21.

The purpose of the skill center is to work with students, properly referred and screened, who have certain abilities or potentials for mastering communicative skills but for some reason are actually achieving at least two grade levels below their anticipated grade placement.

These same children may also be referred for medical or social services but eventually they will be assigned to the skill center for aid.

Each center will be staffed by a reading specialist trained for this particular position. She will be assisted by a full-time teacher aide when necessary. Two guidance counselors will be provided to assist regular classroom teachers in the screening and referral of students.

Other ESEA, Title I personnel providing services to the centers are: a coordinator who will provide immediate supervision to the instructional program, a testing specialist, two home-school counselors, and two nurses.

Since this program is environmentally oriented and life-centered, a locally developed syllabus which is correlated and integrated with standardized and traditional methods has been devised. The latest mechanical and electronic devices available for aiding the instruction of reading will be used. Such equipment and materials include: the Craig Reader, the EDL (controlled reader) Tachistoscope, the Language Master (B&H) the Autotutor, the MacMillan Spectrum, Good American Diction Series, skill building books and pacer, Literature Sampler by MacMillan, Learning Difficult Sounds the Easy Way, Amos and His Friends (phonics), and all conventional audiovisual equipment and materials and general school supplies.

Once pupils have been assigned to a skill center, a schedule is arranged allowing small groups (not to exceed 10) to spend at least two class periods of 60 minutes per week in the center. The teacher will use individual and group methods of instruction with emphasis on the individual. The average student will spend an average of one semester, not over two semesters, in the skill center.

Instructional Media Center

Although all areas of the instructional program can use the services of the instructional media center, it has been designed to meet the needs of the ESEA, Title I project activities.

Audiovisual aids, programmed materials, and all curriculum materials are becoming more numerous and more sophisticated. The instructional program is also becoming more dependent on them. This project is designed to make maximum use of such aids. Therefore, the media center will be established to research, evaluate, select, and make available all such devices and materials that will strengthen the effectiveness of the teaching effort.

The mobile classroom unit provided by the 1967 project for housing the media center will continue to serve this purpose. This facility has a darkroom, production center, curriculum materials center, and storage space. It is located adjacent to the Wake County Schools central administrative office.

Personnel assigned to the media center include: a director, materials specialist, graphic arts specialist, equipment technician, secretary-typist, and stock clerk. Professional staff members will be available to teachers seeking their services. They will hold demonstration meetings, conferences, and workshops concerning the use of their "wares."

The film-mobile provided by the 1966 ESEA, Title I project will work out of this center, and the bus driver, furnished by the local unit, will also be considered a staff member.

Another vital service provided by the media center is that of printing. The print shop was developed in the 1967 project.

Language Arts Clinic

One of the most crucial problems we are encountering is that of adequate screening and proper diagnosis of typical reading difficulties. From all appearances, there is little or no reason why some particular students cannot develop normal communicative skills; yet, we have been able to help them very little. Evidently we have been treating "symptoms" when we should have been treating "causes."

To meet this need and to complement the overall program of improving communicative skills, we propose to develop a language arts clinic. The clinic will be established at the Garner Elementary School in space formerly housing the home economics department of the Garner High School. The Theem Califone Reading Program, purchased in the 1967 project and now being used in our summer program, will provide the basic "hardware" and materials to equip the clinic.

This program, multi-modal in approach, is simultaneously auditory, visual, kinesthetic, tactile and speech-tactile. It will provide procedures for scientific diagnosis of perceptual problems.

A reading specialist and a teacher aide will be assigned to the clinic. The psychometrist, guidance counselor, and the professional personnel provided by ESEA, Title I, as well as regular staff employees of the Wake County school system, will assist in the screening, diagnosis, and treatment of students referred through this clinic.

Although the clinic will be available to eligible students from all schools throughout the county, preference will be given to those residing in the Garner attendance area. It is intended for this year's operation to serve, more or less, as a pilot program and will be used extensively for research purposes.

LIBRARY SERVICE

Six schools qualifying for participation in this project are served by part-time librarians. Due to the increased demands made on these libraries by ESEA, funds will be made available to make these full-time positions.

Seven schools are large enough to require an additional librarian, several have separate elementary and high school libraries served by one person. This project will provide funds for seven additional librarians.

One library aide will be assigned to the regular supervisor of libraries for the Wake County schools. She will assist with the increased clerical and secretarial duties required by ESEA programs.

OTHER—TEACHER AIDES

If teachers are to place greater emphasis on strengthening the instructional program of language arts, they must be released from the time-consuming "chores" that could be performed just as well by a subprofessional. A total of 86 teacher aides will be assigned to all participating schools on a basis of one for every four classroom teachers. Local facilities and school administration will determine the schedule of duties required to meet their particular needs. Such duties would include: record keeping, checking pupils' work, preparing materials and audiovisual aid for classroom use, supervising pupils in nonacademic activities, and providing tutorial services.

OTHER—STUDENT PERSONNEL SERVICES

Student welfare is of great importance in assuring that maximum benefits be derived from the instructional effort. Many children from disadvantaged homes do not receive needed medical care, proper diet, or adequate provisions for clothing or other necessities of life.

It is not the purpose of this project to take over the responsibilities of the home. Funds will be made available to meet immediate critical needs not otherwise provided for. Full cooperation with the Health

Department, Welfare Department, Wake Opportunities (CAA), and the Mental Health Center as well as all civic, volunteer, professional, and private organizations will enable us to take advantage of all available services in meeting these needs. However, an all-out effort to involve the parents will be made.

If general health and family sociological problems can be improved, then we can reasonably be assured of better school attendance, more wholesome attitudes, and consequently improved academic achievement.

This part of the project activity has several components. They are as follows:

HEALTH and MEDICAL SERVICES

At present, the 21 participating schools are served by 8 public health nurses provided by the county health department. Two additional nurses will be assigned to these schools to render additional services. They will work under the supervision of the Health Department and be subject to the same policies and procedures as other public health school nurses.

Their duties will include: screening students with health or medical problems, visiting homes and counseling with parents regarding such problems, working with social service personnel in seeing that follow-ups are made of suggestions and recommendations, providing professional services in medical clinics, and assisting classroom teachers in health education.

Funds will be made available to provide medical services for those who are unable to pay in the event no other funds are available. Under similar conditions, funds will also be provided for the purchase of essential items such as crutches, corrective braces, eye glasses, and drugs.

Since there is no chance of employing properly trained and experienced psychological and psychiatric personnel to serve in this project, an agreement for contracted services will be signed with the Mental Health Center of Wake County. The Center has agreed to provide minimum services as follows:

- **Psychologist (M.A. degree), 20 hours per week**
- **Psychologist (Ph.D. degree), 10 hours per week**
- **Clinical Services, up to 400 clinical hours**
- **Adequate secretarial and clerical services**
- **Adequate supervision of program**
- **Necessary space and other facilities**

A definite schedule for available services will be developed in cooperation with school officials. It will include regular seminars and consultation with individual participating schools.

HEALTH EDUCATION

Increased demands for coordinating the health education program in the classroom with all the other health and medical services available through Title I require the services of a professional health educator. Therefore, we plan to establish a new position of coordinator of health education.

The person holding this position will be assigned to the central office staff and function on a supervisory level, serving all Title I participating schools. He will provide regular classroom teachers with consultant services and help plan and organize a more effective program of health and physical education for eligible schools.

ATTENDANCE and SOCIAL SERVICE

Actually all components of this particular project activity are designed to remove obstacles that tend to discourage school attendance. Due to recent changes in the sociological structure of present day classroom, home, and community life, a substantial number of students encounter problems that seem to originate out of the reach of the existing school program. The "attendance officer" concept of improving attendance has proven inadequate and undesirable.

Two home-school counselors will be provided to give full-time attention to improving attendance in all participating schools. They will cooperate with other attendance personnel employed by the local educational agency. In addition to general school attendance, they will be given the responsibility of seeing that attendance in special programs such as language arts skill centers, medical clinics, and dental and medical appointments, is promptly maintained.

The home-school counselor will serve as coordinator of health and social services and will see that cooperation with all agencies — governmental, civic, volunteer, professional, and private—is effected.

The counselors will visit in homes and provide family counseling when possible. They will endeavor to have parents accept more responsible roles in improving school attendance. An effort to involve parents in the follow-up on health and medical referrals will also be made. When possible, small group meetings or perhaps individual family conferences will be scheduled with professional persons from the health, medical or social services to discuss areas in which the home can strengthen and direct its influence in a more positive direction.

A typist-clerk will be assigned to this particular service activity as record keeping, typing referrals and case histories, and routine clerical duties for this type of service become voluminous.

FOOD SERVICE

Many health problems can be attributed to improper diet. Since the "free lunch program" must carry itself, few of the schools serving the children from low-income families have been in a position to provide anywhere near the number of free lunches needed. This project activity will make funds available to provide additional "free lunches" in an effort to meet this need. All other funds to provide free lunches must be exhausted before ESEA, Title I funds are used. The supervisor of lunchroom services will be responsible for seeing that proper records are maintained and will give final approval on requests for reimbursement.

Because of the massive paper work involved in keeping records and filing reports, a typist-clerk will be assigned to the lunchroom supervisor.

OTHER—INSERVICE TRAINING

Many activities and services provided for by this ESEA, Title I project will require additional or special training. Since many of the regular inservice training programs sponsored by the local educational agency will be used to facilitate this requirement, we do not plan to undertake an elaborate program of this nature at the present time. Most special training will be conducted by using present members of our supervisory staff and existing equipment and materials.

RALEIGH PUBLIC SCHOOLS

Project No. 68-0102

Title
Operation Extra Care

Project Budget
$361,631

Children in Project and Grade Levels
2,719 1-12 and ungraded

ESEA Staff
58

ART

One art teacher will be employed full-time for the Washington School to direct the art program for the eligible children in grades one through six. This teacher will work with all the classroom teachers at Washington and provide special demonstration classes in art activities directed at improving cultural attitudes for eligible children in this program. With the use of ESEA funds two years ago, a room was remodelled and fully equipped to carry on a specialized art program for the educationally deprived. Each classroom teacher will be expected to follow the program directed and coordinated by the art teacher and to supplement the instruction at all levels.

An additional art teacher will be employed as a special or master teacher. This teacher will direct and coordinate the art program in the remaining target schools. Teachers in the remaining target schools may call on this individual as a resource person for art instruction. Each classroom teacher in target schools, with the exception of Washington, will be expected to follow the program directed and coordinated by the master art teacher.

The purpose of the art program at Washington and the remaining Title I schools, is to offer the children opportunities for self-expression and creativity. It is believed that their confidence and level of ambition can be raised through successful experiences provided by a more than simply adequate art program.

ENGLISH—READING

Four reading teachers will be employed to conduct a reading program for the eligible children at Carnage School. These teachers will conduct a reading development program for seventh, eighth, and some ninth grade students. Employment of these teachers will reduce the class load of the regular teachers. A reading laboratory has been established at the Carnage School for the eligible children, and these teachers will staff the laboratory. When the ESEA program was initially established, special equipment, materials, and books were purchased for the reading laboratory. This program was successful and will be continued and expanded. Eligible children will be scheduled into the reading laboratory on a regular basis and an attempt will be made to offer flexible scheduling so that students with the most serious reading handicaps can have additional time in the reading laboratory.

The Washington School was selected as a special demonstration project for the initial ESEA program in the Raleigh Public Schools. At this school an optimum number of professional and semi-professional personnel were employed. This project has been highly successful; therefore, the same demonstration will be conducted for Washington throughout the 1967-68 school year. An instructional supervisor will be employed to coordinate all instructional aspects of the ESEA program at Washington.

ENGLISH—SPEECH

One speech therapist will be employed full-time as a special or master teacher. Her responsibility will be working in the target schools with all of the eligible students who have special problems. This teacher will

give individual help to those educationally deprived children with the most serious problems. The speech therapist will also counsel classroom teachers on methods for helping children with speech difficulties. The speech therapy program will enhance the opportunity for improving skills in communication in all school areas. Through the speech therapy program, the educationally deprived child with speech problems will develop self-confidence and a feeling of belonging and accomplishment by improving his communication ability.

HOME ECONOMICS

A home economics teacher will be employed at Carnage School for the purpose of giving every educationally deprived child who has a desire and need to take home economics the opportunity to do so. One home economics teacher has been employed from the regular teacher allotment. With the additional home economics teacher, eligible pupils in the seventh and eighth grades at Carnage will have the opportunity to participate in the home economics program. This opportunity would not otherwise be provided for these educationally deprived students. Special efforts will be made to involve eligible families at home. The home economics teacher will work closely with the home-school coordinator and the school nurse, and instruction will be modified to fit the needs of the children involved. Students will be taught to buy food and prepare meals based on limited income. They will also be taught how to outfit a home, and the best procedure for purchasing the necessities of life. The crux of the home economics program will be providing a practical and realistic approach to the daily living problems of low-income families.

MATHEMATICS

At J. W. Ligon Senior High School one mathematics teacher will be employed to reduce the loads of the teachers who are teaching basic mathematics to educationally deprived children. A basic skills program will be conducted for all students who fall into the educationally deprived category. Special materials and equipment have been purchased for use in these basic skills classes. Teachers will be expected to conduct the basic skills program in mathematics at the performance level of the eligible students. Special materials and equipment will be used to provide for the needs of the eligible students.

MUSIC

Music teachers will be employed at both Washington and Carnage Schools. The music teacher at Carnage will also be qualified to teach band. Band and orchestra instruments were purchased with ESEA funds two years ago for the purpose of providing musical instruments free of rent for educationally deprived students from impoverished families. These instruments will be utilized by eligible students at the Carnage School. The teachers at Washington and Carnage will offer special training in music, in addition to the regular training presently available in all Raleigh Public Schools. The vocal music program will be extended significantly in these two schools. Special attention will be given to eligible individuals in order to help them find their singing voices and respond to fundamental rhythms. The vocal music teachers at Washington and Carnage will help eligible students develop a sensitivity to pitch and rhythm, and a feeling for dynamics and mood. Skill in music reading, form, and harmony will be developed through singing, listening and dancing; and through the use of percussion instruments and recorders already purchased through ESEA. The music program will enhance the opportunity for improving skills in all music areas. It is through the music program, art program, and other related areas that the educationally deprived child develops self-confidence and a feelng of belonging and accomplishment.

HEALTH and PHYSICAL EDUCATION

An additional health and physical education teacher will be employed for the Carnage School. One full-time physical education teacher will be employed for the Washington School. These teachers will teach both health and physical fitness, and they will be responsible for working with the home-school coordinator, the counselors, and teachers in improving the general health and fitness of the students involved in the program. These teachers will also emphasize the attainment of goals by team cooperation. The supervisor of health and physical education will work closely with the special physical education teachers assigned to these schools in an effort to develop a realistic program of instruction in physical and personal hygiene, nutrition, physical fitness, and team activities.

OTHER—SPECIAL EDUCATION

Four special education teachers will be employed for the purpose of expanding the special education program at the elementary, junior high, and senior high school levels. One special education teacher will teach at the Washington School, one at the Carnage School, and two at the Ligon School.

OTHER—REDUCTION OF CLASS LOAD

Additional classroom teachers will be employed to augment the staffs of five schools in the project area. These schools have been selected from among the total number because of availability of classroom space and the desirability of reduction in class size. Two of the schools chosen—Boylan Heights and Eliza Pool—are, enrollment wise, small schools with a teaching principal. One teacher will be employed to free the principal to work with the teachers and in the development of the instructional program. This additional planning and supervision by the principal will have positive results for all the eligible children in the target schools in question. Plans are being formulated to phase Boylan Heights and Eliza Pool into non-graded schools. At Washington two classroom teachers will be provided in order to reduce class loads. At Lucille Hunter one teacher will be provided to reduce class loads. At Ligon one teacher will be provided to teach basic grammar. In every case where additional teachers are provided, class load reduction will be effected.

A teacher of basic skills will be employed at the Enloe School. It will be this teacher's responsibility to teach basic skills in reading and mathematics to eligible underachievers at the Enloe School. It is believed that through concentration in these subject fields, many under achievers will be brought up to grade level.

Eight aides will be employed to assist classroom teachers. These aides will work in the classrooms and assist teachers in every way possible in order that educationally deprived children will have more opportunity for individual instruction as well as planned group instruction.

OTHER—DEMONSTRATION PROJECT AT WASHINGTON SCHOOL

The Washington School was selected as a special demonstration project for the initial ESEA program in the Raleigh Public Schools. At this school an optimum number of professional and semiprofessional personnel were employed. This project has been highly successful; therefore, the same demonstration will be conducted for Washington throughout the 1967-68 school year. An instructional supervisor will be employed to coordinate all instructional aspects of the ESEA program for the educationally deprived at Washington.

FOOD SERVICE—LUNCH

In all of the ESEA Title I schools there are a number of children whose families do not have sufficient income to purchase a hot, well-balanced lunch at school. Most of these children have no lunch, or a very inadequate lunch. The Raleigh School System has some funds to provide free lunches; however, the funds have never been sufficient to help all the needy and deserving cases. Consequently, funds have been budgeted to provide free lunches for children from needy families.

GUIDANCE and HOME-SCHOOL COORDINATION

Counselors will be employed to conduct a home-school coordination program for Aycock, Carnage, Daniels, Enloe, and Ligon Schools. These coordinators will work directly with the teachers, the principals, and the parents of those educationally deprived children having extreme difficulties in the school programs. They will interpret the program to the parents, encourage parents to come to the school and meet with the teachers and principals, and will help the teachers to evaluate the eligible child in terms of his total environment. This is a continuation of the program conducted during the spring semester of the 1965-66 school year and has been an extremely valuable asset to the program.

HEALTH—MEDICAL

Two nurses will be employed to augment the regular staff of nurses working through the Health Department with the Raleigh Public Schools. These nurses have been an integral part of the program. One nurse will be located full-time at the Washington School. She will work with teachers and the principal, contact homes and work with families whenever appropriate. The total program to be conducted by the two nurses will be coordinated by the Wake County Health Department. It is expected that the nurses will work closely with the Community Action Agency and the home-school coordinators. Nurses will also be called upon to advise the teacher of home economics at Carnage School. In addition, the nurses will meet regularly with the health and physical education teachers.

LIBRARY SERVICE

Four full-time librarians will be employed for the ESEA program. Crosby-Garfield, Thompson and Phillips will have a full-time librarian; Murphy and Barbee will have a half-time librarian. Washington, Carnage and Ligon will be given nonprofessional personnel to aid with the clerical duties in the library and handle the mechanical operation of the audiovisual program. Washington, Carnage and Ligon, being large schools, have full-time librarians employed by the Raleigh School System. The librarians will carry on an extensive instructional program working directly with the teachers and with students in groups and individually. Librarians will have the duty of overseeing the audiovisual program in the schools. In addition, the librarian will have the responsibility for acquisition of special materials requested by teachers. All eligible, educationally deprived children will visit the library each week on a regular schedule and open periods will be provided for all groups of students and for individuals. Librarians will provide teachers with the opportunity to review printed materials, audiovisual aids and other media. The library supervisor will conduct inservice training workshops for the librarians, and assist with the coordination of the library program.

In 1966-67 Carnage School was selected by the State Department of Public Instruction for a special library demonstration project. This will be the last year for the project. A full-time materials coordinator will be employed for this project and will come under the direct supervision of the library supervisor.

PSYCHOLOGICAL SERVICE

A full-time psychometrist and a full-time secretary for the psychometrist will be employed. The psychometrist's responsibility will include the following: individual testing for all ESEA schools, group testing for all ESEA schools, placement of pupils in special education, ordering of all test materials, processing of all tests, and compiling of results for the testing program in the ESEA schools.

OTHER—ADMINISTRATIVE SUPPORT

One full-time bookkeeper will be employed to assume the responsibility for the financial accounting of the ESEA program. This individual will be responsible directly to the school controller, and she will assist in the disbursement of all ESEA funds. Clerical aides will be employed to assist with the production of materials to be used in the ESEA program. One full-time clerical assistant will aid the supervisor of libraries and the general supervisors in the production of materials, acquisition of materials, acquisition and processing of library books, typing and printing of materials to be used by the students. A half-time clerk will be utilized for record keeping in connection with the free lunch program. This individual is listed as half-time clerk-cafeteria.

One full-time director will be employed to assume the responsibility for administrating the ESEA program. This individual will be responsible directly to the superintendent of schools. One full-time secretary will be employed to assist the director with clerical duties.

WARREN COUNTY BOARD OF EDUCATION

Project No. 68-0077

Title
Overcoming Educational Deprivation Through Improvement in Language Facilities and the Removal of Underlying Causative Factors

Project Budget
$365,754

Children in Project and Grade Levels
3,576 1-12 and ungraded

ESEA Staff
58

BUSINESS EDUCATION (Project for more efficient commercial instruction John Graham High School)

The spring registration of students of the John Graham High School indicates that 160 pupils will be enrolled in commercial subjects in 1967-68. Approximately 40%, or about 64 students, will be deprived educationally or economically. Many of these deprivations come from the Negro and Indian pupils now transferred to that high school. Guidance tabulations show that those deprived students indicate very little interest in purely academic subjects and will probably make better progress in courses leading to secretarial and business careers.

In order to meet the needs of our educationally deprived pupils and provide for them a type of instruction which should be of benefit to them economically, we are planning to purchase equipment which will bring our commercial department up to modern, up-to-date standards. Also, this equipment will enable all students enrolled in the department to receive instruction which will help in modern business practice. Many students—deprived as well as those not deprived—will not pursue formal education courses after they complete high school. It seems that our high schools should attempt to train pupils who have no interest in colleges, or in business schools, to get jobs that will enable them to make a living. One of our chief concerns here is for the welfare of our educationally and economically deprived students who could not go to college. In almost all cases they lack academic proficiency for college entrance; and if they were admitted to college, they could not pay the fees. We feel that we should provide for their economic needs.

CULTURAL ENRICHMENT

Cultural experiences provide a basis for understanding the mores of society, determinants of the school curriculum. The culturally deprived child needs physical contact with experiences before he can form concepts, as he must learn to do in school.

Educationally deprived children in Warren County, by reason of their restricted backgrounds of experience, are insufficiently prepared to make satisfactory progress in their school careers. Attendance at concerts, visits to museums and places of historical interest, trips through industrial plants and to urban areas, will provide the rural, educationally deprived child with a more comprehensive view of the world in which he lives. This should result in an awareness of different modes of living, an introduction to varied occupations, a heightened sense of belonging and pride in a world rather than a neighborhood community. Textbooks and curriculum will be more meaningful; the child will be more confident as he is able to relate cultural experiences to classroom activities.

Funds are included for admissions, a driver, and operation and maintenance of a bus to transport children in groups, properly chaperoned by teachers and aides, to such events as are deemed proper curriculum experiences for the children. These experiences will be determined cooperatively by the teachers, principals, and project coordinator.

ENGLISH—READING

The educationally deprived child, with his culturally disadvantaged background, enters school at an achievement level lower than his more fortunate peers. As the years pass, he falls farther and farther behind in all areas of learning.

Since reading is basic to school success, the Warren County Title I project will offer reading programs designed to improve skills and open the way for a more productive situation for the educationally deprived. Remedial reading will receive emphasis in the reading program.

The English teachers will assist in diagnosis, will use the audiovisual facilities, and will cooperate with the library coordinator in the selection of appropriate library and audiovisual materials that should promote progress in reading.

In order to prepare our staff to meet more adequately the needs of the educationally deprived children in the English—reading program, the Title I project provides for inservice training. In all, 150 teachers will be involved in this workshop.

ENGLISH LANGUAGE ARTS

English is the basic language for communication in our schools and in American society. Mastery and command of this language, essential to a successful school career, helps build self-assurance and contributes to the child's feelings of acceptance and "belonging." The educationally deprived child in Warren County usually comes from an environment where conversation is limited and where the normal speech habits and word usages are not in conformity with patterns of standard English.

Reduced class size and the use of 13 additional teachers and 30 teacher aides will permit more oral and written communication, more attention to individual needs, more time for recognition and referral of children with reading disabilities. The use of audiovisual aids and library books purchased under Projects 1-0087 and 1-0058 will contribute to the success of the program and will be facilitated by the audiovisual aids coordinator and library coordinator. Periodicals, newspapers, magazines, and additional library books will be used in this English language arts emphasis. The nine library aides will assist in providing adequate library services.

In order to meet the needs of the deprived pupils, and to reduce the size of classes, we shall need six mobile units for the John R. Hawkins School. Each unit should be 12 feet wide and 50 feet long.

HOME ECONOMICS (Project for improvement in homemaking instruction John R. Hawkins High School)

We have, in the John R. Hawkins High School, 225 girls taking homemaking courses. Ninety percent of these young women are deprived either educationally or economically, and both in many cases. For the most part, they come from homes where modern fixtures are lacking and abject poverty is characteristic of their lives. A great number of these girls will not pursue academic subjects in school, but doubtless will take an interest in homemaking as a life's work.

At present it seems that 225 girls will be assigned to two homemaking teachers. A full-time aide should be employed to help those teachers work with those girls and meet their needs.

Further, we propose to meet their needs by providing a modern, up-to-date home economics unit. This will benefit all girls in that department and most especially the deprived, since they are in greater number. At present the department consists of one room as a clothing laboratory and another room as a foods laboratory. A doorway provides passage from one room to the other.

We propose to spend $2,000 in making these rooms into a better teaching unit by increasing floor space wherever possible, by refinishing the floors, by painting the interior, and by providing more efficient lighting. The effectiveness of these rooms as a better homemaking instruction center will be enhanced by making the department more attractive and more livable.

MUSIC

The educationally deprived child can often relate to music and musical activities more readily than to conceptual abstractions. His creative potential may find some fulfillment through musical activities. His emotional stability will develop through an increased sense of belonging. In the area of music, he may be qualified to fill a leadership role which will enhance his self-respect and feeling of worth, important components of scholastic achievement.

Four full-time music teachers and three part-time music teachers will be employed in the Title I project to teach and to assist teachers in coordinating adequate music programs in the ESEA schools.

PHYSICAL EDUCATION

A physical fitness program is necessary to the development of a healthy, sound body in order that children may participate fully in the academic program of the school. The educationally deprived child in Warren County needs the opportunity to participate in a wholesome intramural program emphasizing organized play activities (indoor and outdoor). This will aid in developing physical fitness.

One physical education teacher will devote full-time to a program designed to build physical fitness. Additional equipment and supplies will be added as necessary to carry out this program. This project will continue to implement and expand our 1966-67 program in physical fitness.

VOCATIONAL EDUCATION

Educationally deprived children frequently come from economically deprived environments. Raising the economic level of depressed areas is dependent on raising the aspirational level of the people involved and teaching them saleable skills. The expansion of vocational education programs in the Warren County Schools qualifying under Title I will be a step toward increasing the economic productivity and self-respect of educationally deprived youth. There are job opportunities in Warren County for auto mechanics. Three auto mechanics teachers will be employed on a part-time basis and equipment will be provided to make a course in auto mechanics available in the qualifying schools.

We shall need $3,000 to purchase equipment for the auto mechanics courses at the John R. Hawkins and the North Warren Schools.

OTHER—SPECIAL EDUCATION FOR THE JOHN R. HAWKINS AND NORTH WARREN SCHOOLS

Next year, 1967-68, we shall have in the John R. Hawkins and North Warren Schools 70 or more pupils who will need courses for the educable mentally retarded. These students are educationally deprived youngsters and almost every one is socially and economically handicapped. It is necessary for them to have a type of schooling that will help them become useful and worthwhile citizens. The training they will receive should help them to make their own living instead of their becoming wards of society.

We do not have, at the John R. Hawkins and the North Warren schools, classroom space to meet the teaching needs of these deprived students. We now see the need for purchasing four mobile units, with two of these units to be placed at each school. One unit at each school will be used for Level 2. We propose that each unit should be 20 feet wide and 30 feet long.

In connection with the above, we are requesting that we be given two special education teachers, one to teach at each school in the extra mobile units. The other two teachers will be State allotted and of this number one will be assigned to each school.

Also we are requesting permission to purchase special instructional materials for teaching the educationally deprived pupils enrolled in courses for special education.

We are planning to have a workshop for our special education teachers. The purpose of this workshop is to acquaint the teachers with their job, to help with the use of special instructional materials, and to give them instructional information in teaching special education and educable mentally retarded pupils.

CLOTHING SERVICE

In Warren County a number of children have been absent from school and some have subsequently dropped out of school due to a lack of suitable, or even adequate, clothing. Ragged and ill-fitting clothing causes children to be shunned and embarrassed. Not being able to relate with their peers is clearly reflected in inattention and stunted academic growth. Lack of proper wraps also creates a health problem.

Teachers and principals will report the clothing needs of their children to the attendance counselor.

The counselor will be permitted to purchase necessary clothing under the authorization of the project coordinator.

FOOD SERVICE—LUNCH

A hungry, undernourished child is not receptive to learning situations. Food services are a necessity in helping to correct nutritional problems of deprived children. Our Title I project provides lunches at no cost for needy, hungry, deprived children.

In order to provide adequate food for the needs of undernourished children, a food service coordinator will have the responsibility of insuring that well-balanced meals are made available to everyone. Under her supervision breakfasts and lunches will be planned for the deprived children. She will advise in purchasing groceries, equipment, and supplies. She will aid in planning tasty, nutritious, and well-balanced meals. The services she will render will aid in making the lunchrooms attractive, clean, and healthful places where the children can enjoy a wholesome meal—a meal that will give strength and energy to growing boys and girls. Another service will be encouraging children to eat a variety of foods that will aid in body growth and development.

GUIDANCE and COUNSELING

The educationally deprived child in Warren County, coming to the public schools from a disadvantaged situation, tends to be uncertain, apprehensive, apathetic, and sometimes hostile toward teacher, peers and the learning processes. Adapting to and being assimilated into the school culture is a slow process. It requires all of the understanding, skill and patience that can be brought to bear on the situation by teachers, administrators and guidance personnel.

Three guidance counselors and one aide to work with the guidance director will be employed full-time in Warren County to assist teachers and administrators in helping the culturally deprived child develop awareness of his potential; determine and work toward feasible life goals; and develop concepts of responsibility toward becoming a productive, contributing citizen.

The counselors will work with individuals and groups toward maximum adjustment in the school situation and toward adequate preparation for achieving realistic life goals. This will involve pupil inventory, information and placement services.

The counselors will be on the alert to provide teachers support in the form of books and materials relating specifically to the learning problems of the culturally disadvantaged child.

The counselors will assist the administrators as requested in evaluating curriculum and schedules according to the need of the school as revealed through statistical studies of academic progress, and post-school follow-up of students — both dropouts and graduates.

The counselors will assist in maintaining good school-community relations through contacts with parents and community groups.

HEALTH—DENTAL and HEALTH—MEDICAL

The educationally and economically deprived child is often a prey to many health defects. The home from which he comes usually lacks the knowledge to recognize health defects and the means for securing necessary medical treatment. This often results in a child entering school in poor physical condition. His progress in school is slow, and very often he is in pain throughout the day.

To meet the needs of the deprived children, our 1967-68 project provides for the employment of a full-time nurse. She will work with the county nurses and teachers of each Title I school. The ESEA nurse and teachers will screen the children for dental defects, poor vision, and other health conditions affecting their progress in school. When necessary, referrals will be made to medical doctors and hospitals. First aid supplies will be purchased for all Title I schools.

We propose to provide physical examinations by a medical doctor for all preschool children who have not been examined. We estimate that approximately 200 children will need this service.

LIBRARY SERVICE

The culturally, economically, and educationally deprived children of Warren County need special help in learning the skills of using library resources for personal enrichment and academic progress.

Four librarians, nine library aides, and one library clerk will work under the supervision of a library coordinator to increase the effective use of the school libraries by students and teachers.

The school library may be the school's main laboratory for guidance of individual students. The slow reader gains self-confidence; he discovers that as he succeeds he becomes happier and that the library is a place where he can find easy books about his special interests. The accelerated reader finds the library an indispensable resource for his inquiring mind.

Funds are requested in this project for the construction of a new library for the John Graham School. This facility will be of great value in the education of the deprived youngsters of that school. Funds will be included in the Title I budget for purchasing new books, reference materials, and periodicals to be placed in all ESEA schools. Old worn-out books will be discarded, and new volumes will replace them. The librarians and aides will strive to make the libraries attractive, as well as places for cultural enrichment.

The library affords students opportunities to acquire reading experiences of all types. It is through extensive reading that pupils learn to form their own judgment about books and to develop standards of taste and appreciation.

The 1967-68 Title I project provides for a workshop on the uses of libraries and library materials.

One hundred and fifty teachers will be involved in this project.

WILSON COUNTY/ELM CITY BOARD OF EDUCATION Project No. 68-0117

Title

The Improvement of Reading, Business Education, and to Provide Enrichment Programs of Instruction for Educationally Deprived Children

Project Budget

$503,048

Children in Project and Grade Levels

3,852	1-12

ESEA Staff

98 (plus 1 unpaid volunteer)

CULTURAL ENRICHMENT

This activity will represent a total effort in the project to eliminate cultural deprivation. Therefore, this instructional area will consist of a variety of activities. Educational and enrichment trips will be provided. A music program will be set up which will include bands and choral groups with equipment and materials furnished by ESEA. This program will also include four music instructors to handle band and choral programs in these schools.

It is anticipated that all children in the project schools and the summer preschool program will participate to some extent in the activities of this instructional area, although the program is aimed primarily at benefitting the approximately 800 whom we feel are most seriously deprived in these areas.

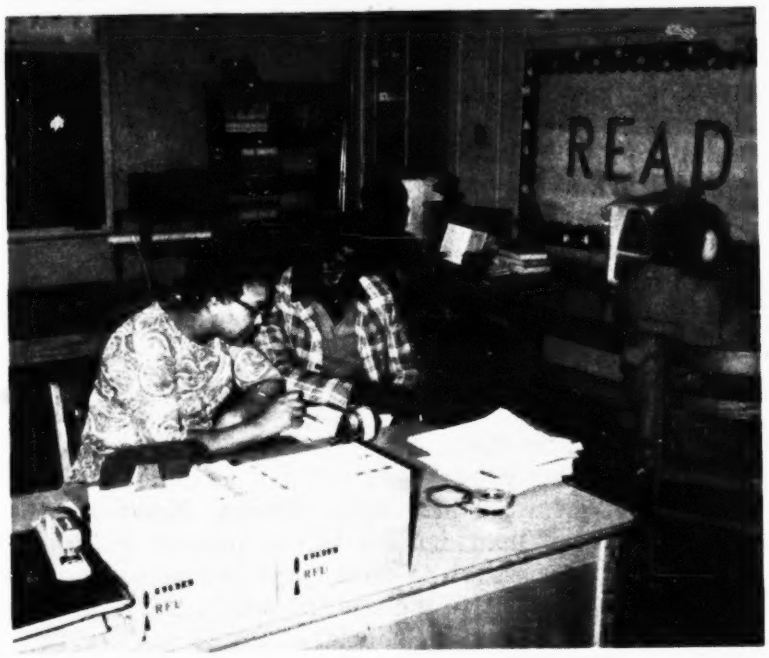
ENGLISH—READING

This program is a continuation of the reading program carried on in the 1966-67 project. The primary objective of this program, as its title implies, is the improvement of reading ability. The primary phase of this program will consist of 20 extra teachers.

Eleven of these will teach reading as a specialized subject. These teachers, however, will not all use the same approach in the teaching of reading. Some of them will use the reading laboratories with the special reading machines and materials purchased with Title I funds and will work primarily with the junior high and high school age groups. Other teachers will take out of the regular classes (grades 1-8) small groups of students who are reading on approximately the same reading level. They will work with these students using reading machines and other printed materials. In every case, they will coordinate their work with that going on in the classrooms and work on a regular schedule with the students who are educationally deprived in the area of reading. The outstanding feature of this program is that the students will get instruction suited to their level of attainment.

The other 9 of these extra teachers will be used to reduce the teacher-pupil ratio so that the classroom teachers can spend more time with those students who need extra help.

A concentrated effort will be made in all instructional areas to improve reading skills. New materials will be placed in the classrooms and a comprehensive supply of audiovisual aids (including films, filmstrips, records, charts and other printed materials) and



audiovisual equipment will be accessible to all grade levels and subject areas. It is felt that these materials will help keep problem readers from falling farther behind.

To make this reading program possible we need to provide an additional classroom in the form of a relocatable unit at Lee Woodard, Lucama, Rock Ridge and Gardners Schools; and we need to provide 2 additional classrooms at Stantonsburg so that a reading teacher, as well as a teacher to reduce class size, can be used.

OTHER—KINDERGARTEN (Preschool Readiness Program)

One of the major objectives of this program is to provide preschool experiences during the summer to help improve the child's cultural life and aid his readiness for reading and learning. A preschool summer program will be provided for all children in the Wilson County School District who are of age and who wish to enroll.

The preschool program will be conducted in 5 of the schools for a period of 8 weeks. The schools to be used will be determined by our pre-registration results. Teachers will receive special training in order to make preparations and get new ideas of educational activities. The children will attend for 4 hours each day.

The participants will be provided with a breakfast each day; some clothing will be furnished according to need; and medical examinations, dental examinations, corrective treatment, and required vaccinations will be furnished. Some educational trips will be provided for enrichment. Daily transportation to and from school will be provided. Recreational and musical activities will further aid in the enrichment experience.

The program will serve approximately 500 pupils. The staff will include 5 school coordinators to supervise instruction and oversee the transportation and lunchroom program, 20 teachers, 18 teacher aides, and 18 bus drivers.

A teacher aide will ride each bus to insure safety and encourage better attendance on the part of both races. The bus drivers, upon arrival at school, will assist in the lunchroom and serve as custodians. The working hours for the aides and bus drivers will end when the students are safely home. The teachers and coordinators will return after lunch for a two-hour planning program. This planning period will also give the teachers a chance to preview films and filmstrips available to them.

Our kindergarten program is a summer program open to all preschool age children within the Wilson County and Elm City Administrative Units. Within this project, this program is written as though it will be carried out in 5 preschool centers. However, the money and staff provided for in our project is limited to only 1 center—that of Elm City. We plan through a future amendment to include the additional 4 centers from the Wilson County Schools.

CLOTHING SERVICE

By this program we plan to furnish adequate clothing for children of families below the minimum living wage who need items of clothing for continuing attendance in school. At present we expect that 100 students will be directly involved in this service.

FOOD SERVICE

What a child learns is determined by his constitution and by the demands which the environment makes upon him. Hungry children are non-learning children. It is on this justification that we carry on a free lunch program. The students to participate in this program are carefully screened as to family income and ability to pay before they are selected. Once placed on our lunch program they must maintain a satisfactory attendance record to continue to participate.

In addition to our regular school year free lunch program, we operate the lunchrooms for a breakfast program in our summer preschool kindergarten. During this program we feed a free breakfast to all preschoolers who participate. It is felt that this program is important from an instructional and social standpoint in preparing these students for readiness for the first grade in the fall. It is also assumed, since we have no evaluative criteria for these students, that they are all educationally deprived.

Another service provided by our project will be the addition of the lunchroom supervisor and the purchase of a hood and fan to go over the cooking area in one of our project schools. The lunchroom supervisor will be employed to coordinate our lunch program. It is felt that this will contribute greatly to the efficiency and cleanliness of our lunch program. He will also have the responsibility of assisting with the menus to see that the proper portions for a fully well-balanced meal are supplied each day and in the most efficient manner.

The anticipated participation in the regular school lunch program will be approximately 1,100 students in our combined project schools. The schools will be reimbursed at a rate of 25¢ per lunch for each student served. In the preschool summer program the schools are reimbursed 30¢ per lunch for each student served and the anticipated participation is approximately 500 students.

GUIDANCE and COUNSELING SERVICES

A testing specialist will head these services and will work in various related activities with 3 guidance counselors (1 in each school). The counselors will consider with each secondary student such matters as selection of suitable courses of study, plans for further education, and choice of occupation.

They will assist the college-bound students in filling out their applications and in making applications for various scholarships for which they may be eligible. The counselors will also assume a measure of responsibility for assisting the students in coping with emotional or adjustment problems. They will use the referral services for problems which they consider beyond the bounds of their training.

HEALTH—DENTAL and HEALTH—MEDICAL

This program is to include the correction of defects which prove detrimental to the educational progress of the children. It is the responsibility of the social worker to certify to the financial eligibility of the family for health services. This program is not intended to take the financial responsibility from the parents. The health services include psychological services, dental examination and correction, visual examination and correction (if needed), and general minor medical examination and correction. It is expected that approximately 110 students will be directly involved.

LIBRARY SERVICE

The school library is the reading, research, and learning center—the core of a good educational program. A school is no better than the books and materials provided for participating students and teachers; hence, the program under Title I has already divided the union libraries at 2 of our project schools and set up a separate library for the elementary school and the high school. We would like, during this project year, to continue to add to the selection of books and materials within these libraries in order to be sure that these materials fit in with the existing program. They will be selected by the library supervisor of the local administrative units.

In order to see to it that the best possible use is made of the library facilities, we would like to employ in this project 7 library aides. Three of these aides will be located in eligible attendance area schools and will assist with the distribution and processing of materials within those schools. The other 4 aides will be located in participating schools eligible on the basis of the eligible student transfers. Since these schools, in the past, have not had available full-time library personnel, these aides will handle most of the processing and clerical work dealing with the library, giving the librarian time to work with the students and the teachers. We feel this will greatly broaden the services which can be rendered by the libraries.

PSYCHOLOGICAL SERVICE

In our project we plan to employ a psychologist on a part-time basis. This person will visit the schools and screen students to determine those who will need further testing and counseling, will be responsible for all referrals for psychiatric treatment, and will also assist in setting up special education courses.

SCHOOL SOCIAL WORKERS (Including Home-School Visiting)

There are three school social workers involved in the ESEA project. Each social worker serves approximately 1200 students, or approximately 350 families.

The programs under the supervision and guidance of the social workers are food services, clothing services, and health services.

The social workers also serve as attendance counselors and investigate nonattendance of students. The social worker makes home visits to determine the causes of absences and reports to the Superintendent cases of acute truancy. This service is rendered with the cooperation of the Wilson County Sheriff and the school officials. The program will be evaluated on a family basis since truancy runs in families. Hopefully the program will be able to curb the rate of truancy and help these students make progress in their school work. The number of students directly covered in this program for acute truancy will be 300; for nonattendance, 900.

TRANSPORTATION SERVICE

The transportation called for in this particular project will be that of field trips during the regular school year and the preschool summer program, and the transporting of students to and from school during the two months of our preschool program. The main objective of this transportation activity is to encourage participation of the eligible children of both races so that our preschool summer program can meet the objectives set forth in making ready these students for the entering of school in the fall.

WILSON CITY BOARD OF EDUCATION

Project No. 68-0071

Title
Project for the Improvement of Communication Skills with Emphasis in Language Arts, Mathematics, and Enrichment Experiences

Project Budget
$313,387

Children in Project and Grade Levels
2,352 K-12

ESEA Staff
88(plus 1 whose salary is not paid by Title I funds)

ART

Two qualified art teachers will be employed to extend the services of the current art department to the qualifying schools. One of these teachers will be employed during the regular school term and the other will be employed for the summer preschool program. Each qualifying public elementary school will be served by one of these art teachers, who will be assigned on the basis of enrollment and the number of classes.

The duties of the teacher will consist of developing a program in art which will be an integral part of the curriculum; assisting teachers in preparation of materials and art lessons; holding inservice workshops for teachers; and arranging for pupil art exhibits. Materials appropriate to each grade level and activity will be provided as well as films, pictures, trips, etc. to help inspire creativity.

One part-time art teacher will work in the qualifying elementary schools on a rotating basis during the regular school term. This teacher will be paid on a prorated basis from local and ESEA funds. One art teacher will be employed for the summer program for a period of seven weeks. The art teacher will not be assigned to the non-public school. However, the students from non-public schools will participate by being provided materials and supplies to be included in their instructional program.

CULTURAL ENRICHMENT

This activity will consist of the total efforts in the project to eliminate cultural deprivation. Therefore, this instructional area will consist of a variety of activities. Educational and enrichment trips will be provided for first-hand experience when practical. When this is impractical, experiences will be supplemented by educational films, filmstrips, and pictures. Music, art and recreation will be used as vehicles to cultural enrichment.

The planned enrichment activities are expected to aid readiness for learning through oral language development, creative expression, broadened horizons, increased knowledge, and the improvement of a healthy self-concept in each child.

All qualifying schools, children in two "transfer" schools and the non-public school, will be provided the same services with the exception of enrichment trips. This activity will be available during the regular term and during the summer.

ENGLISH—READING

This area of concentration represents the primary objective of our entire project. A strong language arts program will provide balanced instruction emphasizing the development of reading, writing, speaking and listening skills. This primary phase of the program will also include improvement in student tastes, habits, appreciation, and attitudes as they relate to reading instruction. New and varied materials will be placed in the classrooms to foster new interests and attitudes. Varying levels of instruction will help meet the individual needs of all children with particular attention and effort expended toward those with greatest deprivation.

Five reading laboratories (mobile units), equipped with reading machinery and the most modern materials, will be staffed with remedial reading instructors to facilitate the teaching of reading. A variety of methods and techniques, in both individual and group approaches, will be used to help overcome this area of great deprivation. These remedial teachers will provide a program of diagnostic procedures and experiences for determining the reading difficulties of educationally deprived children. Following the diagnosis, a program designed to improve individual and group needs will be initiated and emphasized.

This activity will be available to students in all qualifying schools, in two "transfer" schools, and in one non-public school. It will be available during the regular term and during the summer. During the regular term, reading laboratories will be employed in the qualifying schools only. Supplementary reading materials and devices will be employed in all schools involved in this activity. During the summer, the reading laboratories in each qualifying school will be open for instruction to all students who have reading handicaps and qualify for enrolling in the program being offered.

It is hoped that 30 teachers will receive inservice training, designed specifically for reading, during the school year. Additional workshops will be offered in this area through regular school sources.

MATHEMATICS

No additional personnel will be provided to supplement the services of the regular classroom teachers and the special mathematics consultant currently employed by the Wilson City schools. In each laboratory classroom the teacher will provide a variety of concrete experiences which should include discovering the meaning of numbers and of number operations, grouping and manipulating objects, practicing basic number operations, solving problems, measuring and constructing things, and discussing the multiple uses of mathematics. Emphasis will be placed on the modern approach to mathematics with its scientific methods and underlying generalizations about numbers and relationships among the various number processes.

Emphasis on mathematics instruction will be made for students in all qualifying schools, as well as for students in two "transfer" schools and one non-public school. Teaching devices will be provided at each of those locations for the use of students having difficulties in mathematics. Inservice programs will be arranged for approximately 100 teachers in the area of mathematics.

MUSIC

Three music teachers will be used in qualifying schools to supplement the services of the music department of the Wilson City schools. One of these will be employed during the 9 months school term; one will be employed for the summer preschool program.

These teachers will work with each of the qualifying elementary schools to teach the fundamentals of music, enhance music appreciation, and further the development of creativity and self-expression. They will attempt to accomplish this by developing a musical program that will be an integral part of the curriculum; helping teachers correlate it with other subjects; and holding inservice workshops for teachers.

ATTENDANCE SERVICE

Two social counselors will be provided to assist the local attendance counselor in improving daily attendance in the participating schools. The counselors will work primarily with those students who attend poorly and who also appear to be in need of clothing, food, medical and dental care, and psychological attention. Individual conferences and home visits will be made as necessary.

CLOTHING SERVICE

Some clothing will be provided for severe cases in which educationally and economically deprived children are unable to attend school regularly and participate in school activities because of the lack of proper clothing. This service will be available to a limited number of children from all qualifying schools, two "transfer" schools and one non-public school.

FOOD SERVICE

The food services program will consist of free lunches for needy children in the participating schools and free lunches for all children enrolled in the preschool program.

GUIDANCE

Two persons will be employed to work directly in guidance. One will be employed as a guidance counselor at the qualifying high school. It is hoped that this addition of a qualified person will have a direct affect on attendance, curriculum planning, attitudes, aspirations, etc., of deprived children. This service will be limited to the qualifying high school. A director of guidance and evaluation will be employed to work in all participating schools.

HEALTH—DENTAL and HEALTH MEDICAL

The medical program will be coordinated with the Wilson County Health Department. Two nurses will be under the direct supervision of the health director. Referrals will be made by teachers, nurses, principals and parents. Many referrals will be made as a result of large scale physical examinations held in the schools. The social counselors will then make home visits to determine whether or not the family is eligible for this service.

These two health service areas will be available at any time during any school session to eligible children in any of the schools served—public and non-public. Once examinations are made, corrections will be offered to those students who are termed educationally deprived and whose parents cannot afford the correction. Emphasis will be placed on those corrections which have a direct bearing on school attendance and participation in the instructional program.

LIBRARY SERVICE

Each qualifying school will have a qualified, full-time librarian during the regular school term, (2 through ESEA) thus greatly extending library services. Additional books, periodicals, encyclopedias, and reference materials will be purchased for each school. Films, records, filmstrips, maps, globes, and other audiovisual materials will be added to our materials center. Proper cataloguing, upgrading and updating of all these teaching aids will make them more accessible to students and teachers.

This service will be available to all qualifying schools plus one non-public and two "transfer" schools on a prorated basis.

PSYCHOLOGICAL SERVICE

Psychological services will involve psychological testing and evaluation of testing data by a school psychologist. This service will be coordinated with the Wilson County Health Department. Standardized tests will be used extensively.

For the most part, referrals will come from teachers; although the principal, school nurse, and social counselor will also make referrals. Test results, sent to the social counselor and school, will be kept in confidential files. Referrals for psychological treatment will be made to the Wilson County Mental Health Clinic.

Selected children from the non-public schools will participate in this service along with a limited number of children from the qualifying schools and two "transfer" schools.

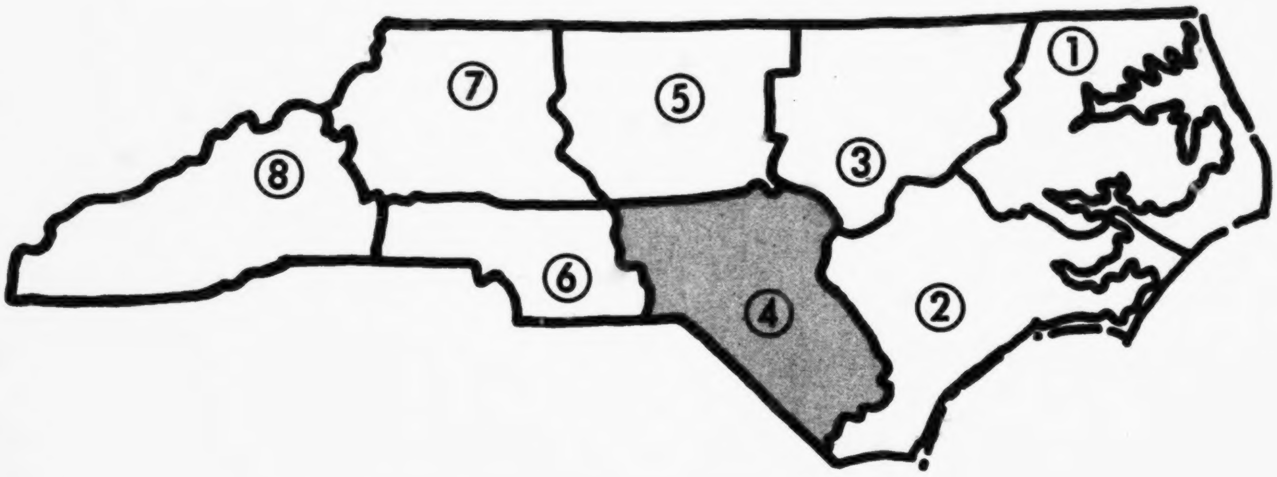
SCHOOL SOCIAL WORK

Two social counselors will be employed under the supervision of a project coordinator. The social counselors will work to bring about a direct interaction between home and school communities. They will work to improve attendance, reduce dropouts, and aid in the large scale development and progress of the child. Counseling sessions will be held with parents, teachers and children. In service areas, the social counselor will establish family eligibility.

TRANSPORTATION SERVICE

During the regular term, transportation will be limited to educationally and economically deprived children, in the qualifying schools, who are engaged in enrichment activities. During the summer program, any student participating in the program may use this service.

TITLE I PROJECTS APPROVED FOR 1967-68



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SCOTLAND COUNTY BOARD OF EDUCATION

Title

Efforts to Overcome Educational Deprivation Through a Program of Special Instruction and Related Services

Project Budget

$542,368

Children in Project and Grade Levels

3,416 1-12 and ungraded

ESEA Staff

106 (plus 326 whose salaries are not paid by Title I funds)

ART

This project proposes a program of art education for all the educationally deprived children in the qualifying public schools in the county. Activities will be provided to help children become acquainted with the various art media and realize how they can be used. These materials will be circulated through the Materials Center. Emphasis will be placed on helping the child see the order and beauty of everyday things in his environment. Activities will grow out of daily experiences—incidents in his life, in the community; his studies in the various subject matter areas. Teachers will acquaint pupils with a variety of art forms created by artists and designers. This project proposes to supply the qualifying public schools with additional art prints as a part of the program.

Art teachers will be employed in eligible schools. This program, when conducted in high schools, will be open for all pupils enrolled and will operate along the lines of the State course of study which permits ½ unit credit. Teacher aides will be assigned to assist in noninstructional classroom activities.

A request has been made for an art consultant to hold workshops for all teachers in these schools.

ENGLISH—READING

It has been established that one of the major areas of obvious need is improvement in the level of reading instruction and achievement for the educationally deprived. Therefore, we propose to carry on a carefully developed program of instruction aimed directly toward helping all pupils to meet important lifelong reading requirements. Emphasis will be placed on work-attack skills and on the specific reading skills needed for effective study and critical reading at all levels. Literary appreciation and reading interests will be expanded. This will be accomplished by starting "where the pupil is" and offering a variety of learning activities and materials to extend language and experiential backgrounds and to develop basic skills. Materials will be circulated through the materials center.

ENGLISH—SPEECH

This project proposes a program in English to help all deprived children grow in their understanding and use of the English language. All teachers will be helped to take the child where he is in language development using a positive instead of a negative approach toward proper language usage. Teacher aides will be assigned to assist in noninstructional classroom activities.

It is proposed that additional films, filmstrips, and recordings be purchased to aid in developing the communication skills more effectively. These materials will be circulated through the Materials Center. Routine drill will not be emphasized. Speaking clearly and using language correctly will be stressed in both oral and written expression.

MATHEMATICS

Efforts in this project will be directed toward providing basic instructional, manipulative and visual materials for the educationally deprived. This should help to build basic mathematical concepts and skills needed at every grade level. The use of a variety of techniques in addition to materials will also help the pupils gain confidence in their ability to learn. Appropriate materials will be available through the Materials Center. The "why" of mathematics will be emphasized.

This proposal provides a year's program for all pupils enrolled in the public schools included in this project or to eligible students who transfer to the private school.

MUSIC

The proposed music program will include listening for pleasure and appreciation, and acquisition of skills when the pupils are ready for them. It will permeate and enrich the entire curriculum. Films, filmstrips, and recordings will be used. The activities will be varied, including the following at appropriate times: listening, rhythmic activities, singing, writing songs, and reading music. These materials will be made available through the Curriculum Materials Center.

HEALTH—PHYSICAL EDUCATION

It is a fact that physical education and recreation programs are related to academic achievement. Therefore, we propose to carry on an instructional program for the educationally deprived built around basic motor activities which will help achieve the goal of physical, emotional, and mental well-being for every student. Appropriate instructional and recreational materials will be provided for all schools qualifying for this project in an attempt to meet the needs of all pupils enrolled.

A program of recreational activities will be provided which should also help meet the leisure needs of deprived children and youth.

VOCATIONAL EDUCATION

The need for vocational education programs in this area has been recognized for some time. In addition to vocational agriculture and home economics, this unit has begun programs in carpentry, bricklaying, auto mechanics, and plumbing and welding.

Due to the demands of the students, partially resulting from their environment, more programs are needed than can be financed by funds currently available. In order to assist in meeting the needs of the educationally deprived students who will not further their education beyond high school, or dropout before graduation, it is projected to conduct a cooperative activity with the existing programs. This would only involve the payment of rent for one location where a trades and industrial program will be conducted.

OTHER—REDUCTION OF CLASS SIZE/ ADDITIONAL TEACHING STAFF

To raise the achievement in reading, English skills, mathematics, and other critical areas, it is planned to reduce the pupil-teacher ratio in the project schools so that teachers can work with smaller groups, and give more individual instruction. This will be accomplished by employing 14 elementary and 4 secondary teachers.

OTHER—TEACHER AIDES

Teacher aides will be employed for a full school year in all project schools, and in nonproject schools to which an adequate number of eligible students have transferred so that the services of an aide is justified. No aide will be employed who has less than a high school education or its equivalent. Priority will be given to those with some college training.

These aides will free teachers to devote their time to instruction. Specifically, the aides' duties will include keeping attendance records and other routine clerical activities, assisting in supervising children at lunch, administering first aid, and operating audio-visual equipment. Aides will not engage in actual teaching activities; however, they will give some support. For example, at the discretion of the teacher, they may direct individual and group study, prepare certain types of instructional materials, and help with overall preplanning as they are needed.

All aides will be expected to attend training classes conducted by qualified personnel.

CLOTHING SERVICE

It is an unfortunate fact that many of our school age children never enroll in school because of a lack of adequate clothes. There is also evidence that lack of proper clothing is a major contributing factor to the high absentee rate among the educationally deprived. The need for clothes is persistent. The need and cost of clothes will increase as the winter season approaches. Therefore, if we are to expect maximum benefits to be derived from the other facets of the program, it will be necessary to provide serviceable clothes to approximately 200 of the educationally deprived children to insure their regular attendance at school.

FOOD SERVICE

The food services program will serve to stimulate the entire learning process of educationally deprived students. In many cases it is necessary to provide lunches to meet the nutritional needs of the children. Lunches will be provided to an average of 656 students daily for the entire school year. A food services director will administer the program in all project schools in cooperation with the lunchroom managers. On-the-job training and participation in educational television programs will be conducted by the food services director for the lunchroom managers. Along with fulfilling the nutritional requirements of the children, the food services program will be used as another educational device in providing an opportunity for the children to learn something about nutrition and the importance of a well-balanced meal.

GUIDANCE and COUNSELING

We plan to continue the development of programs of guidance and counseling in project schools. These have been well received by faculty and administration, well utilized by students, and effectively and wisely implemented by adequately trained counselors. We believe that guidance and counseling, to be effective, must become an integral part of the total process of education and be developmental in application—evolving out of the needs of pupils and teachers from grade to grade. We further believe that individual and group counseling is the center around which all other guidance activities revolve. We propose the following activities to effect such guidance programs in project schools:

1. To strengthen existing elementary guidance programs by:
    - Inservice training for 15 teachers and 1 counselor
    - Providing materials and equipment for use by pupils, teachers, and counselor. (vocational, educational, social-personal materials)
2. To increase the kinds and amounts of educational, vocational, and social-personal materials available to the students on a circulation basis through the libraries and guidance departments of project secondary schools.
3. To continue implementation of testing program where not otherwise supported.
4. To provide inservice training for counselors in project secondary schools. (4 counselors)
5. To continue the evaluation of the programs and services made available under this code by the use of observation, questionnaires, checklists, and follow-up studies as the need arises and the specific application applies. This is not to preclude the use of any other appropriate instrument of evaluation should the need dictate.

ATTENDANCE SERVICES/SCHOOL-SOCIAL WORK

The most immediate objective for this school-home related program is to provide the educationally deprived children with basic necessities needed to better their education. These needs—such as adequate nutrition, medical attention, clothing and shoes—must be satisfied in order that their level of educational attainment may be raised to that appropriate for children of their age. Records indicate that the areas with a high percentage of low income families have a greater percentage of absentees due to lack of these basic needs.

Many of these educationally deprived children are absent due to sickness. A home visitor will assist the parents in arranging medical appointments, and work with preschool children to see that they are immunized and referred for medical treatment, if needed.

The home visitor will keep check on clothing needs and assist in the purchases necessary to keep the children properly clothed and attending school.

These educationally deprived families show definite isolation from school and community activities. The home visitor will help to motivate the parents and child toward school and community activities. Many of these parents fail to see the need for educating their children due to the limited amount of education they, themselves, have received. Few instill in their children good study habits at home, or can adequately assist them in their school studies.

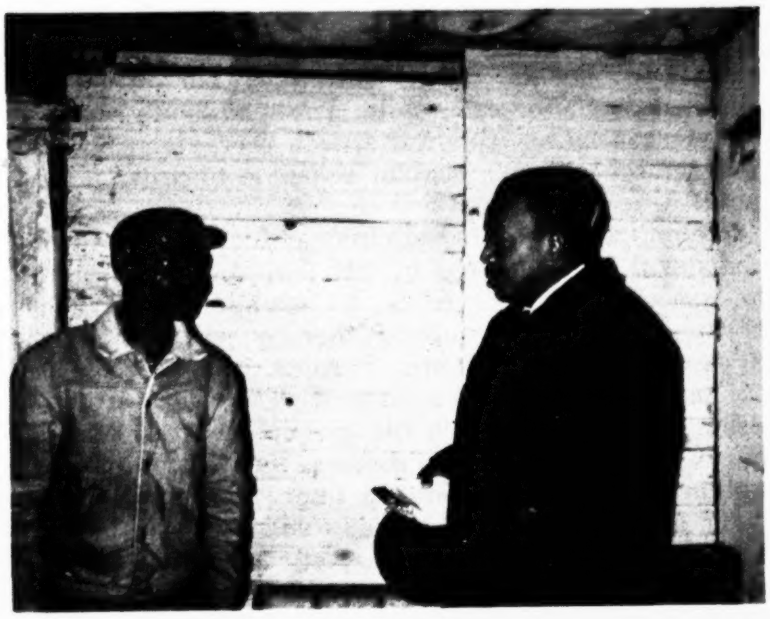
A home visitor will not only work with the children now enrolled in school, but also with dropouts. The home visitor will encourage parents to participate in adult education programs which are available in the unit area through community colleges and other federal and state programs.

HEALTH—DENTAL, HEALTH—MEDICAL, and PSYCHOLOGICAL (Includes Testing)

The high incidence of communicable diseases, malnutrition, and lack of sanitation among a large percentage of the educationally deprived makes it imperative to employ the services of school nurses. Two nurses will coordinate their activities with the activities of the county health department and the health program in the project schools. They will serve the students in the project schools to the extent of their professional competency. Beyond this, they will make referrals to physicians and/or specialists and assist in arranging and conducting clinic(s). Part of the responsibilities of the nurses will be to advise parents of children who have any sickness or abnormal physical condition and give suggestions for the preventive treatment of many common illnesses. A general health education program will be conducted by the nurses, both for the educationally deprived students and their parents.

In conjunction with the health program, special services will be afforded to the educationally deprived on a contractual basis. Based on previous knowledge and experience, it is reasonable to assume that the professional services of surgeons, dentists, physicians, ophthalmologists, and psychologists will be required to correct and treat existing physical and emotional illnesses. Special attention will be given to children with emotional disorders.

Sociologists, psychologists, educators and others agree that economically and educationally deprived



individuals are victims of emotional disorders and social instability. It is evident that this situation exsts in this area. In an effort to counteract this situation, it is anticipated that the services of guidance counselors, home-school counselors, social counselors, psychologists and, in extreme cases, psychiatrists will be utilized. A coordinated effort of school officials and the above listed qualified personnel will develop a program of treatment either on an individual basis or in groups as deemed appropriate, keeping in mind the best solution for each student's problem(s). In all cases, conferences will be scheduled with parents or guardians of disturbed children to advise treatment and attempt to discover and remedy, through consultation, the cause(s) of the insecurity or disturbance of the children.

LIBRARY SERVICE

The importance of the school library in the instructional program has long been realized, yet a wide assortment and quality of materials are absent in many schools.

By coordinating Title I and Title II of ESEA, library collections and services will be expanded. This coordination will enable project schools to enrich the reading program and provide more opportunities for personal growth through reading. It is projected in this application to employ seven librarians to provide services to schools which previously did not have these services.

SPEECH THERAPY and SPECIAL EDUCATION FOR THE HANDICAPPED

The areas of speech therapy and special education for the handicapped will be closely coordinated activities. There are 105 students in special education classes and approximately 225 who will receive treatment for speech impediments. Each student in special education will receive full-day training for the entire school year in a self-contained classroom in the school which the qualifying student is attending. The students receiving speech therapy will be treated for an indeterminate period. Initially, a schedule of one-half hour, two times per week, has been scheduled for each child. The qualifying student will be seen by an itinerant speech therapist who will visit the schools on a regular schedule to provide this ancillary service.

Preliminary screening of children for speech impediments will be conducted by teachers and referred to the speech therapist. After an examination by the therapist, children requiring therapy will be treated as considered appropriate. Parents of the children will be notified of the treatment. The therapist will arrange conferences with the parents and teachers of the children involved, to discuss the treatment and explain the value of a speech improvement program. Group and/or individual therapy will be administered at the discretion of the therapist, depending on the needs of the children.

The examination by the therapist will involve testing for the hearing ability of the child. If defective hearing is revealed, the services of a physician will be employed for corrective treatment prior to initiating corrective speech therapy.

The special education for the handicapped program will consist of the following:

- **Coordinating existing special education classes and establishing new ones as the need is discovered.**
- **Screening referrals for the trainable mentally retarded and the educable mentally retarded classes by administering an individual Slosson Intelligence Test (SIT) and making recommendations to school authorities and parents concerning the child's school placement.**
- **Procuring and distributing necessary materials to the teacher of the trainable mentally retarded and the educable mentally retarded classes.**
- **Counseling with parents and/or teachers concerning educational, physiological, and/or psychological problems of special education students.**
- **Scheduling inservice meetings and training programs for teachers of trainable mentally retarded and educable mentally retarded children.**
- **Requesting psychological services on contractual basis for additional testing.**

OTHER—INSERVICE TRAINING FOR STAFF PERSONNEL

Although the classroom teachers who will be teaching in the project schools have been working with the disadvantaged during all of their teaching experience, efforts will be made to help them better understand the environment of the disadvantaged, the nature and ways of learning of these students, and the problems faced by them at home, in the school, and in the community.

It is proposed that inservice training programs provide opportunities for teachers to broaden and enrich their knowledge of how different children learn. Much attention will be given to methods and materials which best meet the needs of the educationally deprived. No single approach will suffice. It is projected to provide workshops, conferences, lectures and consultants. Teachers will be given the opportunity to observe others working with educationally deprived students.

OTHER—CURRICULUM MATERIALS CENTER

It is recognized that there is a need for materials and equipment to facilitate instruction for the educationally deprived in all areas of the curriculum but with major emphasis on English—speech, reading, and arithmetic. Items acquired under this section of the project will be the tools by which some of the curricular and instructional objectives are achieved.

Materials and equipment subject to daily use will be readily available to the teachers and stored in the classrooms. Other types of materials and equipment less frequently used will be made available from materials centers in all project schools or a centrally located materials center.

Title
Program to Advance Learning (PAL)

Project Budget
$782,267

Children in Project and Grade Levels

4,075	K-12 and ungraded

ESEA Staff
168 (plus 1 whose salary is not paid by Title I funds)

ART

This project provides for an instructional coordinator in art who will be responsible for aiding the classroom teachers of qualifying schools in the improvement and enrichment of the art program for the culturally and educationally deprived children in Columbus County. Four art teachers will be employed to work in this area of instruction, teaching in the qualifying schools. Special events will include art fairs for pupils to display their works.

Through the program in art we hope to stimulate an appreciation of the aesthetic qualities of art; to provide a means of creative expressions and experiences conducive to the child's social development; to provide an opportunity for children to contribute individually and collectively in group activities; and to utilize creativity as a means of improving the child's cultural spectrum.

CULTURAL ENRICHMENT

As an extension to the instructional program, educational excursions will be conducted for the educationally deprived children. This activity will provide children with opportunities to visit places and see things associated with classroom learning activities, and will provide them social and cultural experiences beyond the realm of their immediate environment. Children will be able to attend such activities as art exhibits, symphonies, concerts. Transportation and other costs will be provided for in the budget.

ENGLISH—READING

A supervisor of language arts will be responsible for directing the reading and language arts instructional program in the qualifying schools, coordinating the reading and language arts inservice training program for teachers in qualifying schools, and serving as a liaison between these schools and the Diagnostic Service Center.

Reading enrichment teachers will be allocated to the qualifying schools, thus enabling them to provide an intensive reading enrichment program for poor readers. Regular classroom teachers will refer children with reading difficulties to the enrichment teachers. They in turn may arrange for these children to receive the services of the Student Diagnostic Services Center. Based on the diagnosis at the Center the reading enrichment teachers will begin a reading program starting with the most severe cases.

The Educational Media Center provides space and equipment for teachers and pupils of the qualifying schools to record, to listen, to preview materials, and to prepare production materials for use in the classroom. Delivery and pickup services will be provided to these schools. On the spot selection of films, transparencies and other resource materials will be granted to school personnel. One technician and one assistant technician are provided to assist the educational media director. The media technician will provide technical assistance to the schools. He will assist in workshops and will prepare instructional materials as requested by project schools.

The Instructional Materials Center is housed in rented facilities, centrally located, and will serve the qualifying schools. The Center's coordinator will coordinate the selection, use, and care of instructional and curriculum materials provided for teachers and pupils in qualifying schools. In addition to this, the coordinator is responsible for requisitioning materials, securing resource materials, and distributing these materials to pupils and teachers upon request. The coordinator will conduct workshops pertinent to the overall program of the Instructional Materials Center. He will process and catalog all materials purchased by the Center.

Inservice training programs will enable classroom teachers of the qualifying schools to improve their teaching methods and techniques. Inservice training programs will be conducted to precondition teachers for the teaching of the educationally deprived with new emphasis and under different circumstances. Inservice programs will be conducted for other designated teachers from qualifying schools as a means of improving and enriching their competencies in the teaching of music and art. Inservice programs will be conducted through the cooperation of extension divisions of colleges and universities and local educational agency personnel.

A preservice training program will be conducted for project personnel assigned to the project center. This training program will be designed to prepare personnel for their duties and responsibilities.

Teacher aides will free teachers from routine clerical duties so that teachers may devote more time to the instructional program. Specifically, their duties will include keeping attendance records and other routine clerical activities, assisting in supervising children at lunch, and setting up and operating audiovisual equipment. It is planned that these aides will not engage in actual teaching activities; however, they will give some support. At the discretion of the teacher they may direct individual and group study, prepare certain types of instructional materials, and help with overall pre-planning activities. Teacher aides will be assigned to qualifying schools on the basis of one aide for three teachers in grades 1-3.

Summer school programs for the educationally deprived children at the elementary and high school levels will focus attention on the individual pupil's needs. The County's school bus system will transport pupils to the designated summer centers of learning. Buses will travel specially designed routes so as to provide deserving students an opportunity to attend these enrichment centers. Six centers are proposed. The successful development of this program will require 6 principals, 30 specialized elementary and secondary teachers, and 6 custodians. Four local educational agency supervisors will be employed for 1½ summer months to assist with the project.

Six librarians are to be employed for the 6 proposed summer school centers. It is believed that a complete summer school operation should have the use of library facilities and librarian services.

MUSIC

The project has provided for an instructional coordinator in music. This coordinator is assigned to the staff of the assistant superintendent in charge of curriculum and instruction. The coordinator will be responsible for aiding classroom teachers and other related personnel of the qualifying schools in the improvement and the enrichment of the cultural and educational aspects in this area. Four music teachers will be employed to teach in qualifying schools on an assignment basis. Necessary equipment, materials, and supplies will be furnished to implement this phase of PAL.

The objectives of this activity are to stimulate through participation an appreciation of the aesthetic qualities of music; to provide a means of creative expressions and experiences that are conducive to the child's social development; to provide an opportunity to contribute individually and collectively in group activities; and to utilize this creativity as a means of improving the child's cultural spectrum.

OTHER—HOMEBOUND STUDENTS

It is the feeling of teachers, principals, and local educational agencies that there is a definite need to assist homebound students. With ESEA funds, the Columbus County Board of Education will secure the services of three teachers to provide adequate educational opportunities to those students who are not able to attend school because of severe physical handicaps or illnesses of prolonged duration. Dependent upon the nature and severity of the handicaps and illnesses, it is our hope that this service will enable the homebound student to maintain his normal grade progression.

OTHER—TRAINABLE CHILDREN

The fact that a number of mentally and physically handicapped, trainable children are being deprived of an educational program causes the County Board of Education concern. This phase of the project will provide three trainable classes for the educationally deprived. Three teachers and three teacher aides will be provided to work with these children. Facilities, transportation, materials, and equipment will be made available.

Two specially equipped school buses and one station wagon will be used to transport mentally trainable children to centrally located classes. In view of the fact that these children are located in the various sections of the county they will have to be picked up by a special bus service and transported to the nearest class.

The objectives of this activity are to inform the public, and particularly the parents, as to the purpose of the trainable class program; and to provide for the children (1) varied social experiences by association with other children, (2) experiences that will improve self concepts related to life situations, (3) training in simple personal care and hygiene, (4) concepts of appropriate behavior and respect for authority to the degree to which they can individually accept these factors, and (5) motor skills through the performance of simple tasks.

OTHER—KINDERGARTEN

Four schools have been selected to conduct kindergarten programs for the purpose of preparing educationally deprived five-year-olds for situations to which they must adapt one year hence. This is the first full year that a kindergarten has been operated.

The objectives of this activity are to develop in the children an interest in culturally orientated activities; to hasten their development of visual and motor facilities; to improve their hygienic and social practices; to develop their individual and collective responses to group activities; and to inculcate a healthy attitude to classroom standards of conduct.

FOOD SERVICE

A food service coordinator has been employed to coordinate the food service program in the project schools. The coordinator will supervise the planning, preparation, and serving of meals as a means of upgrading the lunch programs and seeing that adequate and nutritious meals are provided for children. The coordinator will cooperate with health and social workers in identifying children who qualify for the lunchroom program. The coordinator will conduct workshops in order to maintain adequate training programs and standards of sanitation and safety.

HEALTH and SOCIAL WELFARE

Duties of the social welfare counselors:

- **To visit homes of deprived children in order to assist target schools in evaluating circumstances that have an effect on the children's learning processes.**
- **To counsel with the educationally deprived child and his parents so as to determine the cause affecting the child's school progress.**
- **To determine the child's need for school lunches and clothing.**
- **To investigate referrals made by teachers, principals and the school attendance counselor.**
- **To assist parents in their understanding of environmental factors that may affect the child in his school activities.**

- **To assist the project schools and the local educational agency school attendance counselor in improving the educational well-being of the economically deprived children.**
- **To keep up-to-date casework records essential in determining what progress has been made, and reporting these facts to school personnel.**
- **To conduct seminars for teachers in public social welfare services.**

Duties of the health services nurses:

- **To coordinate the school's health program.**
- **To assist the school personnel in the screening of pupils for possible referrals in order to secure corrective medical, dental and psychological care.**
- **To conduct diagnostic health services.**
- **To visit the homes of the educationally deprived child so as to assist the parents and the child in developing an adequate health program within the home.**
- **To keep up-to-date casework records essential in determining what progress has been made, and reporting these facts to school personnel.**
- **To conduct seminars for teachers in public health services.**
- **To contact and assist physicians, dentists, and ophthalmologists in cases referred for treatment.**

In general the head nurse and the head social welfare counselor will arrange for the care and treatment of needy children.

PSYCHOLOGICAL SERVICE

A coordinator of testing and reporting has been employed to coordinate the testing program and to design tests, rating scales, graphs, charts, and other instruments for use in the evaluation of this project. This person will evaluate test results and other data by using the above mentioned instruments for interpreting, compiling and disseminating the findings.

A diagnostician has been employed to assist in the diagnostic approach to the problems of educationally deprived children. This person will do diagnostic testing and diagnosing as related to the function of the Diagnostic Services Center. The diagnostician will be responsible for preparing and compiling data for evaluation. A secretary will be employed to assist the diagnostician.

A psychologist has been employed to determine the psychological problems of the child. He will work with teachers, social workers, nurses and parents in trying to eliminate these problems. The psychologist will help students deal with their psychological problems in order to help them make better use of their educational experiences. He will serve as a consultant to teachers so that they can deal with minor psychological problems in the classroom. He will explain to parents the psychological needs of children who need help. The psychologist will refer students with severe psychological problems to the mental health clinic where they can secure help.

WHITEVILLE CITY BOARD OF EDUCATION

Project No. 68-0073

Title

Improvement in the Language Arts Skills with Emphasis on Reading

Project Budget

$152,468

Children in Project and Grade Levels

1,202 1-12 and ungraded

ESEA Staff

23 (plus 45 whose salaries are not paid by Title I funds and 45 unpaid volunteers)

ART

An art teacher will be employed to work in grades 1-8 and, in special cases, in the high school. She will not be assigned to any classroom but will devote her full time to this area of instruction.

All children in grades 1-3 at Whiteville Primary and Edgewood school will participate. (There will be no primary grades at Central school due to a mandate issued by the U.S. Department of Education, but this instructional activity will follow the Title I children to the two named schools.) Grades 5-8 at Central School will also receive art instruction.

Most students enjoy art, and through this enjoyment we hope to change the students' attitude toward school and education.

CULTURAL ENRICHMENT

The majority of students at Central school are very deprived culturally. Many have never been out of the county. The classroom teacher, the grade teacher aide, and an appropriate number of parents will accompany each class on cultural field trips. The transportation for these cultural tours will be provided by ESEA on the bus purchased under our first project. We plan trips to Raleigh, Wilmington, Fort Fisher, Old Brunswicktown, and other cultural and historic sites within one day's traveling from Whiteville.

Other than field trips we plan to us 16 mm films, filmstrips, and slides to bring more cultural enrichment to the students. Through the music teacher's efforts and Title I records, we hope to increase their appreciation and knowledge of good music. Through our art teacher we would like for the students to acquire a knowledge of the great artists and an understanding of what makes their paintings great.

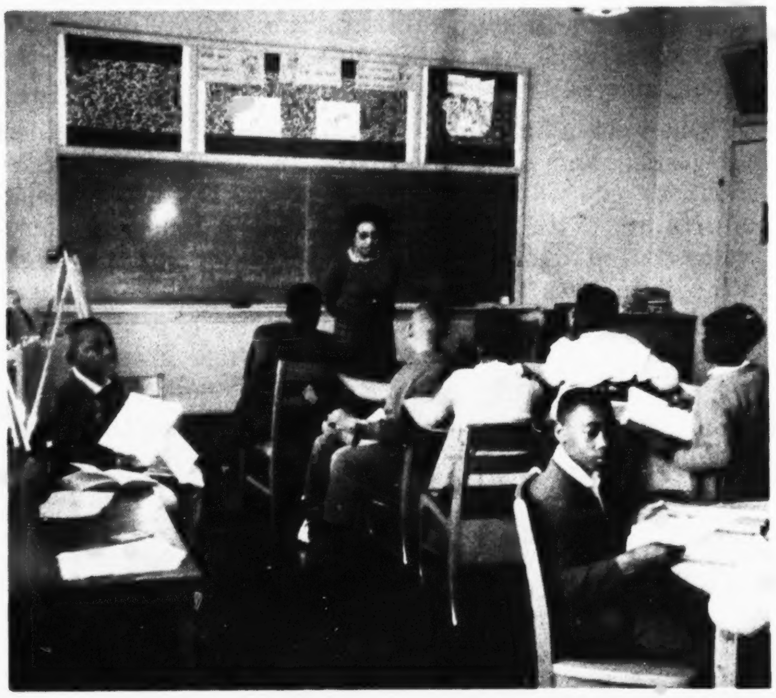
Before each cultural enrichment event, the classroom teacher will prepare the students for the event by discussing and pointing out important things to be observed. After the cultural event has taken place, another discussion by the class will take place to make sure the students were aware of what was seen or heard. The students will learn by seeing and experiencing in this activity. Through these cultural enrichment efforts we hope to make the students more aware of their place in society and eager to better themselves. We would also like to alleviate the negative attitudes toward school and education so prevalent in this community.

ENGLISH—READING

A remedial reading teacher will be hired to work with those students who are especially weak in reading. This instructional activity will be held at Central School in grades 4-8. Central is our only Title I school. The teacher will take the child where he is and endeavor to bring him up to the level of his peers. In addition to the new programed materials, she will continue to place much emphasis on phonics and materials received from the Advancement School last year. Other materials will be used which were especially designed to develop general and specific comprehension skills, with special emphasis on remediation and correction. The reading teacher will need a Tachomatic 500 Reader to improve the speed and comprehension of the students. This will be the only new piece of equipment she will need.

OTHER—ENGLISH LANGUAGE ARTS

A full-time supervisor will be employed to work with the teachers in planning their language arts program so that they will be able to meet the needs of the deprived children. Through emphasis on language arts we hope to develop in the students the ability to think clearly and honestly, to read thoroughly, to communicate effectively, and to listen intelligently. Each classroom teacher of grades 1-3 at Whiteville Primary school and Edgewood school will have an aide. Grades 4-8 at Central School will have one aide per grade. These aides will assist the classroom teachers in any duties except the actual teaching of students. One elementary teacher will be needed in language arts at Central school to alleviate over-crowded classroom conditions. This school lost one elementary teacher due to poor attendance. Through our program we would like to improve classroom performance by reducing the class size in this area.



OTHER—ADDITIONAL TEACHING STAFF

We plan to hire an elementary supervisor. The supervisor will be a consultant in instructional matters. She will be in charge of the testing program and will in turn help with the grouping of children. She will aid the teachers in setting up the curriculum for special classes. The supervisor will also be in charge of helping the teachers select teaching materials and audiovisual aids for their classes. She will see that the teachers have the proper professional materials in order to be better prepared for their classes. Inservice education programs will be planned by the supervisor in cooperation with the principal and the coordinator. Through her classroom visits she will continually evaluate the instructional program.

ATTENDANCE SERVICE

We believe that by employing an attendance officer for Central School irregular attendance, which is a great problem here, will be greatly decreased. The dropout rate in the upper grades should also decrease as a result of this officer's work. The attendance officer will visit the homes of truant children to encourage their regular attendance. When the parents are at fault for not sending them to school, court action will be taken. He will work closely with the school nurse, the social worker, guidance counselor, and the classroom teachers at all times to carry out his duties effectively.

CLOTHING SERVICE

We have a number of students who are unable to attend school regularly due to the lack of sufficient clothing. Through the services of the social worker, clothing will be purchased for those students who need clothes in order to attend school regularly. Appropriate school clothes will be purchased—those of good quality and durability, not the most expensive. The classroom teacher will aid the social worker in determining which students have the greatest need. In distributing the clothes, the social worker will go to the student's homes and give the clothes to a parent with instructions on how to care for them.

FOOD SERVICE

Under our free lunch program we will need to furnish lunch for approximately 139 students per day in grades 4-9 at Central. Those with the greatest physical need will be considered first and then the remainder will be based on financial need.

The lunch program will be designed to give these students the proper nourishment so they will be able to perform to the best of their ability.

GUIDANCE

We would like to hire a full-time guidance counselor to work with the students at Central School. The counselor will try to help each student develop to his fullest potential as a person by helping him make wise choices in school. The counselor will work with potential dropouts, will follow-up graduates, and will attempt to develop an understanding of career opportunities and requirements among the students at Central School.

HEALTH—DENTAL

Most of our Title I students have never been to a dentist. They never brush their teeth, therefore their teeth are in a bad state of deterioration. The Title I students at Central School and Edgewood and Whiteville Primary Schools, will participate in this service. The dental work is by far the most costly and serious problem of the health services. Through the efforts of our nurse we shall endeavor to meet the most pressing needs of as many students as possible. Emphasis will be placed on repairing permanent teeth. Dental hygiene will be stressed by the nurse and classroom teachers to try to make the students realize how important it is for them to brush and care for their teeth every day.

HEALTH—MEDICAL

Since our school system does not have a regular school nurse, and since Central School has a high rate of absentees due to illness, we would like to employ a registered nurse. She will work in conjunction with the social worker, attendance officer, and classroom teachers when the health standard of students is involved. The nurse will be supervised by a local doctor who has shown genuine interest in our health program. She will also work closely with the Columbus County Health Department at all times.

Students will be sent to the nurse by the teachers. The nurse will decide whether or not the students need medical treatment. In this service emphasis will be placed on the younger children.

The nurse will strive for as much parent involvement as possible, since the home conditions of many of these students are unbelievable they are so bad.

The nurse, with the faculty, will work encouraging good grooming, cleanliness, better nutrition, and better health habits in general.

LIBRARY SERVICE

Through our library service we will purchase approved library books to help Central School meet the state's requirement for the books-to-pupil ratio. It does not meet this requirement at the present time. The librarian will teach each elementary class in the essentials of library science. Library materials will be purchased in order to process properly the books purchased with Title I funds. Through the acquisition of good books we hope to improve reading interest and habits.

SOCIAL WORK

We would like to hire a school social worker who will work with the students and their families. The social worker will visit the homes to see how her services can be best utilized. She will coordinate contacts between the school, home, and the community agencies concerned. She will work especially closely with the Columbus County Welfare Department so that the two programs will not overlap. Through the above method, she will try to aid, in a literal sense, the environment and attitude so prevalent in economically deprived homes in the areas of health and cleanliness, nutrition, care of children, budgeting, and a real desire to be cooperative. She will work closely with the school nurse and attendance officer because it may take the services of all three to aid the children in some situations. She will be in charge of the clothing and food service. Through our social worker we will endeavor to change attitudes toward education and to improve home health standards while improving social stability.

SPEECH THERAPY

Many of our deprived children have a speech defect. Therefore, we would like to hire a speech therapist. For the most part the therapist will work with about 114 elementary students who have speech defects. This is the number she will be able to accommodate effectively. However, there is a waiting list of students who need special attention with their speech. She will have a special classroom in which her equipment will remain and to which these students will come in small groups. The teacher will aid children with speech defects to develop the three basic elements of speech which are voice, rhythm, and articulation. This will enable them to have acceptable speech. The speech teacher will need one piece of equipment which is a H C 220 Phonic Mirror.

Title
Language Development

Project Budget
$624,575

Children in Project and Grade Levels
4,800 K-12

ESEA Staff
231 (plus 545 whose salaries are not paid by Title I funds)

CULTURAL ENRICHMENT and LIBRARY SERVICES

Language development can be enhanced through cultural enrichment. Materials in the area of the arts and music have been or are being purchased to be used in enriching the regular instructional program. These materials consist of filmstrips, recordings, 16 mm films, tapes, books, literature in all areas, slides, art kits (available through Cumberland County Library) rhythm instruments, auto-harps and other instructional media.

In order to supplement the classroom instructional program, field trips will be made. Special television programs, band concerts, plays from surrounding schools, local little theater programs, and puppet shows will serve as part of the cultural program. Enrichment will also be extended through the use of available "paperback" books.

Library services will be continued this year. The materials mentioned above will be processed and catalogued in the libraries for easy accessibility by classroom teachers and students. Stress will be placed on the use of a variety of materials in classroom presentation at the elementary, secondary and kindergarten levels.

The use of a large variety of materials and the many varied approaches to learning which are to be stressed should provide the students with a variety of stimulating experiences worthy of their description and discussion. It should increase their capability to translate their experiences into descriptive oral language.

ENGLISH—READING and SPEECH

Language development can best be improved through reading and speech improvement. This next school year the teachers of language arts will stress these two areas as they develop their instructional programs for the year. Teachers will plan varied language activities to improve the reading and speech of their students.

Activities which create a desire on the part of students to perform verbally will be stressed. Children will be made aware that reading is speech which has been written and that adequate self-expression facilitates reading as well as speech.

Library and supplementary books, instructional supplies and materials, audiovisual materials and equipment, and innovative instructional media will be used to stimulate and enhance this program. Inservice training will begin this fall for principals and teachers. Principals will be freed from teaching duties in five schools in order to supervise and plan the programs. Approximately three inservice programs per month will be planned to include all the principals and supervisors who will then be responsible for sharing what they learned with their school faculties.

Approximately 40 teacher aides and/or secretaries will be employed to assist teachers with the regular instructional program during the school year. Certain

requirements for employment as an aide or secretary have been established by the board of education. Aides and secretaries will assist with attendance and other required records, correction of papers and scoring of tests, preparation and duplication of materials for instruction, lunch supervision of pupils, operation of audiovisual equipment, and supervision of children in bus areas and play activities. In this way they will provide additional time for all teachers to emphasize speech and reading in the instructional program.

Students who have not made normal grade achievement in language development during the school year will be permitted to attend a summer school tuition free. This will make it possible for a failing student in grades 7 through 12 to progress with his normal grade the following year.

OTHER—KINDERGARTEN and TRANSPORTATION

The summer readiness program (eight weeks of kindergarten) is considered vital for language development in our schools.

The readiness program will be conducted in seven centers located in eligible attendance areas. These seven centers will accommodate all beginning pupils who will attend school in that attendance area in the fall of 1968. Approximately 75 teachers will be employed to work in this program. Two full-time certified supervisors will assist in the direction of the program. Seven principals will be employed to supervise each of the seven centers. Additional special service area teachers or personnel will be employed. Transportation will be provided from Title I funds for all children attending. Students who are certified to drive buses in North Carolina will be employed to drive the buses and assist in the centers during the day. Janitorial service will be provided and lunches will be served daily from Title I funds. Personnel will be employed to operate the lunch program. Students who qualify for free lunches will receive them and all others will be charged the usual and customary lunch charge.

Adequate instructional supplies and materials will be used. Library and supplementary teaching materials suitable for kindergarten programs will be provided. The Peabody Language Development Kit will be used for the major language activity. The school will operate on a half-day basis for an eight week period.

OTHER—TUTORIAL and STUDY CENTER PROGRAM

A tutorial program and study center will be provided for all preschool and public school children living in the Falcon Childrens' Home. The study center which is located at the Home, has been equipped and furnished by Title I funds. During the 1967-68 school year and in the summer months of 1968, a tutoring service will be provided these children. Additional materials and equipment will be provided.

To enrich the tutoring program, a part-time music teacher will be employed to work with these children on the institution campus. A piano and other materials and equipment will be purchased for this program. Field trips will be made by these children. These trips will be under the supervision of the employed tutor. The trips will be both educational and cultural in nature. All funds for this will be provided from Title I sources.

SCHOOL SOCIAL WORK, ATTENDANCE, CLOTHING, FOOD

Twenty-one liaison teachers will be employed full-time on an eleven-month basis to work with families and the schools. The liaison teachers will concentrate on working in the areas of social work, improving school attendance, providing clothing for children who are in need, and making necessary arrangements for children who need health or psychological services to obtain them. Students who qualify for free lunches will be identified by the liaison teacher.

These teachers will aid in the administration of all ancillary programs. This will prevent Title I funds from being used to duplicate services which are offered by other agencies, public or private, in the county.

The liaison teachers will be supervised by a trained and experienced social worker employed by the Cumberland County Board of Education. The liaison teachers will attend a three hour inservice training class once a week for nine months. During June and July they will participate in inservice training daily for approximately 4 hours. The remainder of the day will be spent working in the summer readiness centers daily during the eight weeks summer period.

HEALTH—DENTAL, HEALTH—MEDICAL, PSYCHOLOGICAL

The health and psychological services will be correlated with services that are now being provided by the Cumberland County Health Department and the Cumberland County Mental Health Center. Three full-time nurses will be employed on a yearly basis. These nurses will supplement the services now available from the Cumberland County Health Department but will not be on the staff of the Health Department. Each will be assigned specific schools in which to work but will be supervised by the Director of Public Health.

In addition to visiting Title I schools on a regular basis, they will visit the Childrens' Home at Falcon on a regular schedule and will work with the Readiness Center for eight weeks during the summer program. Physical examinations and corrections will be made from ESEA funds and other available funds. Parents will be permitted to select the dentist or physician they wish to have treat their child. The psychological services will be contracted to the Cumberland County Mental Health Center. These services will involve psychological testing and required individual or group treatment. All referrals will be handled by the liaison teachers. All children referred will have physical evaluations arranged by ESEA nurses prior to referral to the center for psychological services.

The ESEA nurses will participate in all inservice programs planned for the Cumberland County Public Nurses. The Cumberland County Mental Health Center will assist in the planning of all inservice programs for liaison teachers. Inservice training programs will be held for liaison teachers on a weekly basis. (Three nurses and 25 liaison/social worker teachers will participate.)

FAYETTEVILLE CITY BOARD OF EDUCATION

Project No. 68-0078

Title

A Continued Effort to Upgrade Educational, Cultural, and Social Levels

Project Budget

$270,000

Children in Project and Grade Levels

2,162 1-12

ESEA Staff

37⅓ (plus 11⅔ whose salaries are not paid by Title I funds)

ART

It is felt that art is an important part of the curriculum and that a teacher specialized in this field will more nearly develop the talents and interests of students in this area than teachers whose training has been primarily in other subjects. In addition to developing talents in art, we believe that student interest, effort, and attention in other phases of the curriculum, such as language arts and math, will be extended as a result of motivation through this media. Success in art can improve the self-image and could lower the absentee rate.

The teacher whom we plan to use will spend approximately one-half of each day in the J. S. Spivey Junior High School and the remainder on a prorated basis in the Title I elementary schools. Time in the elementary schools will be primarily as a consultant and coordinator. She may also work with small groups of elementary students who are particularly talented. Junior high students will take art as an elective subject. Limited Title I funds are provided for art supplies. These will be supplemented with local funds.

CULTURAL ENRICHMENT

The purposes of such activities as art and music (described elsewhere) are to improve the cultural background of students as well as develop talents and interests. In addition to developing cultural enrichment through these media, we are budgeting money for field trips and admissions. These will cover a wide range of purposes but in general will lead to the general development of the student's background in understanding and appreciating the world around him. A broadened base of knowledge through experiences such as these should enhance the respect for and acceptance of such aspects of our culture. These activities, we feel, will create a greater interest in school and thus reflect favorably as improvements in all of our stated objectives.

Parents will be used to help chaperone the trips (about 2 parents per bus).

ENGLISH—READING

The major emphasis in the academic area is to be placed on reading and improvement in language arts.

Projects in 1966 and 1967 provided materials and equipment for a reading laboratory for use in eight Title I schools. Use of this will be expanded during the 1967-68 school year, and provisions in this budget will make some additional multi-level and multi-media instructional materials available to the classroom teachers. A reading laboratory was provided in 1967 for the E. E. Smith Senior High School, and a teacher who has had recent summer work in remedial reading will again be in charge of it. This proved very successful last year. Some equipment and materials are requested for Haymont School since it qualifies this year for the first time. A special reading teacher will be employed to teach low achievers at the elementary school with the highest incidence of poverty. She will also act as coordinator of the reading programs in the school. This will involve some very concentrated work with students in small classes.

Funds are budgeted to provide consumable materials such as answer booklets for SRA labs. A few additional books for slow readers, a limited number of phonics records, and filmstrips to be bought will help in reaching the individual needs of the educationally disadvantaged. Use of these will not be confined to the reading laboratory. They may be checked out of a central place and used in the classrooms. The principals will have a major responsibility for supervision of methods and materials in the reading program.

Use of teacher aides in the elementary schools will release the classroom teachers from many of their clerical and routine duties and will enable them to spend more time in the teaching of reading and language arts. Two aides will be assigned to each of the seven qualifying elementary schools during the FY 1968.

The library services (described as a service area) are an essential part of our reading improvement program and will be given primary emphasis as such.

The seven librarians employed under Title I in 1966 and 1967 will continue as part of our project for the 1968 FY. Again, a library clerk will be placed at Washington Drive Junior High and one at Fayetteville Senior High. These proved very popular and beneficial last year because libraries were open longer each day. Librarians and clerks, we feel, will encourage much more reading and an extended use of the library.

An inservice training course in the teaching of reading will add to the teachers' skills for helping students who are below grade level. This should be significant in the improvement of reading.

MUSIC

Expression through music can be one of the most rewarding and motivating factors for the disadvantaged. Many have had little chance at formal training in this area, and we feel strongly that achievement and satisfaction here can positively influence attendance as well as performance in other academic subjects. Parts of the music program last year were very popular.

An instrumental music teacher will be employed to teach band in the J. S. Spivey Junior High School for three periods per day and then to work with selected sixth graders in the Title I elementary schools during the remainder of the time. Money has been budgeted to buy a few additional instruments for the schools involved. It is hoped that this can be supplemented by local funds and that additional instruments can be bought in the future. Some students will be able to furnish their own instruments.

A choral music teacher will be employed to teach one-half day in the J. S. Spivey Junior High School and one-half day in one or more Title I elementary school. She will work closely with the classroom teachers in carrying out the state recommendations for music in the elementary school.

Instrumental music is an elective. Students, according to state recommendations and local needs, will participate in the choral music program at both the junior high and elementary levels.

PHYSICAL EDUCATION

Building strong, well-coordinated bodies is a highly desirable complement to the learning of reading, arithmetic, etc.

Adequate out-door playground equipment was secured during prior fiscal years for the elementary schools and junior high schools. In order to insure maximum use of it and maximum development on the part of the students, a physical education coordinator is to be employed. He will work with the elementary teachers in the Title I schools as a coordinator and consultant in addition to demonstrating games and activities that can be used both indoors and out. He will also help in the area of proper health practices and suggestions for the disadvantaged. This will enable them to provide a course which will more nearly meet the needs of all the children.

A field day is conducted each year for the fifth and sixth grades. This year will be the second in which students, both Negro and white, will compete. Parents are invited to the field day.

CLOTHING SERVICE

In the past it has been felt that needed clothing could be supplied by the Welfare Department, the Salvation Army and civic groups which distributed clothing as projects. Also, each school usually keeps donated clothing on hand and supplies needed garments from this as far as possible. It is still believed that most of the needs can be taken care of through these agencies, but at times there are cases when proper clothing cannot be secured. A small amount ($500) has been budgeted to provide items—primarily shoes and jackets—when other organizations cannot supply them.

Coordination with the Welfare Department and a close analysis of the family income and size will be handled by the principal and home-school coordinators.

FOOD SERVICE—LUNCH

With a full realization that there are many of our students who do not receive proper nourishment and an acceptance of the fact that children cannot and will not do their best work in school when hungry or undernourished, we feel strongly that free lunches to those who are economically deprived and underfed will do much to improve attitudes, self-images, and achievement scores. Therefore, $15,000 is designated for this. The cost of each lunch will be 25¢ for primary children, 30¢ for grammar grade pupils and 35¢ for junior and senior high pupils; thus, about 308 free lunches can be provided each day.

GUIDANCE and COUNSELING

Our guidance and counseling services were available to only a limited extent in the junior and senior high schools prior to Title I and not at all by trained guidance personnel in the elementary schools. A shortage of trained counselors for the elementary schools still makes this phase of our deficiency practically out of the question, but we do feel that continuation of the program initiated in 1967 FY is very desirable. Plans are again to place one counselor in each of three qualified junior and two qualified senior high schools.

These counselors will work with other professional staff members to make available—especially to those students who are educationally disadvantaged—information concerning educational and job opportunities, to help them "find themselves," to enable them to see clearly a practical reason for continuing in school and a way to proceed with their education. Along with other counselors, they will supervise testing and the interpretation of results to the students, parents, and teachers. They will also handle referrals to the Mental Health Center. All of this should have a tremendous impact on the attendance and dropout problems, should help improve the attitudes toward self and school, and should help improve the emotional and social stability of the disadvantaged by helping them find a place in the right courses and a meaning in school.

HEALTH—MEDICAL

The nearness of most of the pupils in the school system to the Cumberland County Health Department, its facilities, and services have caused us to omit the medical service from Title I in the 1966 and 1967 projects. It is still felt that most of the needs will be taken care of through it and through the Welfare Department. However, there are a few cases needing attention that are not eligible for health or welfare services. These are borderline cases. About half of the money is for eye examinations and, if needed, glasses. Before Title I assumes the responsibility for medical aid, it will be determined that treatment or examination cannot be obtained through other

agencies and that the economic condition of the family is such that Title I funds are justified.

Selection of the physician, of course, will be done according to Title I directions. Fees are to be the same as those paid by other community agencies.

LIBRARY SERVICE

The provision of an adequate number of books and materials in the library and sufficient personnel to direct its use properly is an essential in our efforts to improve instruction with emphasis on the reading program.

Toward this end, we have budgeted funds to make available an adequate number of books and vertical file materials. Books will be processed in the central processing department and sent to the schools. Funds are budgeted for this service for Title I books.

A full-time librarian was employed by Title I in 1966 and 1967 fiscal years for those schools (5) which had not had one. These will again be employed during the coming fiscal year. Additional librarians (one each) will again be employed for Alexander Graham Junior High and for E. E. Smith Senior High. Library clerks, one in each school, will be placed in Washington Drive Junior High and Fayetteville Senior High. Clerks will be used to provide extended time during which the library will be open. This proved very popular and useful in 1966-67.

Funds will be allotted to the schools according to the number of children in each who come from economically disadvantaged homes.

Private schools may schedule use of the films bought with Title I money. They may also consult with the librarians concerning library organization, book ordering, etc. Title II books for private schools are coming through our processing center.

PSYCHOLOGICAL SERVICE

It is evident that a number of pupils enrolled in our Title I program have serious problems of social and emotional maladjustment. Some of these problems are of such a nature as to be beyond the scope of teaching and counseling within the school setting. Therefore, the need for professional psychological and psychiatric assistance is indicated.

It is proposed that our contract with the Cumberland County Mental Health Clinic be continued. The services of the clinic are being consistently expanded. It seems reasonable to believe that an extension of these services will be invaluable to the children who are in need of them.

Two thousand dollars is budgeted in order that additional services may be obtained through the Developmental Evaluation Clinic. This clinic operates under the auspices of the Fayetteville City Schools and is designed to give comprehensive evaluation—medical and psychological—and treatment to children who are, or are thought to be, severely retarded. Such evaluation and treatment is to be carried on in conjunction with our recently approved and funded Day Care Center.

SCHOOL SOCIAL WORK

Establishing proper rapport between the home and school in the case of the educationally and economically disadvantaged will be a major job of the home-school coordinators. Their work will also include home counseling with parents whose children have adjustment problems that deter learning. They will work with teachers to help in developing teaching techniques that will be effective with these children. Records, which will be available to school personnel, will be kept. Working closely with the Mental Health Center and parents of pupils referred to them will also be an important part of their work.

One counselor will be full-time and one will be part-time. They will be available to all Title I schools.

HARNETT COUNTY BOARD OF EDUCATION

Project No. 68-0115

Title

Improvement of Communication Skills, Grades 1-12

Project Budget

$598,425

Children in Project and Grade Levels

3,217	1-12

ESEA Staff

90

ENGLISH—READING

Achievement tests which were administered indicated a retardation in reading. Therefore, emphasis will be given to the improvement of reading instruction, grades 1-12, to enable the pupils to be successful in school.

More time will be spent in studying each individual child as strengths and weaknesses are diagnosed. Small groups of children having similar difficulties will be formed in order to work more specifically with the weaknesses found. Appropriate materials will be used wherever advisable to supplement and to enrich the basal reading program. All materials will be chosen entirely on the basis of their suitability for attracting and maintaining the interest of the children involved. Opportunities will be provided for the children to have experiences which will enhance the reading program. More emphasis will be placed on maintaining a climate conducive to good reading instruction.

An inservice education program is an important factor in improving the reading program. Therefore, inservice training will be provided for teachers to develop a broader point of view regarding the basic objectives, to learn more about how children grow and develop, and to keep informed concerning modern methods and materials.

ENGLISH—SPEECH

To supplement and to strengthen the program for the improvement of reading skills a well-planned and well-balanced speech program will be provided for the children in the qualifying schools. One of the greatest blocks to the development of a disadvantaged child's potential is his verbal inadequancy. Therefore, special emphasis will be given to the improvement of speaking skills for all children, grades 1-12.

Each teacher will be encouraged to spend more time in developing a classroom climate which will encourage each pupil to express himself orally. The teacher will help the pupil to feel at ease and will provide him with an audience, both in small and large group work. The teacher will help the pupil to develop a feeling of personal involvement by providing experiences about which he can talk.

To provide those experiences, audiovisual materials and tools will be made available to teachers of all grade levels, and pupils will be taken on trips to various places of interest. Teachers will give pupils an opportunity to discuss plans for these trips and to discuss their reactions to what they discovered during the trips.

Extensive use of tape recorders will be made and each pupil will be encouraged to recognize his own speech habits, to decide which are acceptable for public or informal language and for formal language, and to practice the more acceptable speech patterns.

The reluctant speaker will be encouraged to participate in puppet shows, to speak up when filmstrips are presented in a fairly dark room, and to talk in small groups with his most outgoing and courteous classmates. Step-by-step he should develop more confidence and learn to participate in more sophisticated oral language situations.

CLOTHING—SCHOOL SOCIAL WORK

Children cannot be expected to achieve academically when deprivation prevents their having decent clothing. Therefore we are requesting funds to help meet the clothing needs of eligible children in the participating schools of Harnett County. The home-school coordinators will interview parents regarding their children's clothing needs, and plan with them for selection, purchasing and care of new clothes.

Many children will be adequately clothed for the first time since entering school. We hope that being sufficiently clothed will contribute to the total improvement of the economically deprived child's classroom performance, relationship with his peer groups, and his overall self-concept.

The home-school coordinators will work closely with the faculty and principals of the schools to which they are assigned in building a strong home, school, and community relationship. There will be referrals to and coordination of the services of all agencies in the county. An experienced person will supervise the coordinators and will work with other agencies in rendering services to children and their families.

FOOD SERVICE

Rabelais tells us, "The belly has no ears nor is it to be filled with fair words." Children's stomachs must be filled with nourishing food if we are to expect them to listen, speak, read, and write. The economically deprived children of Harnett County are poorly fed for many reasons. Parents have insufficient income for food and are lacking knowledge of how to plan, buy and prepare foods their children should have.

Hungry children are restless, irritable, have a short attention span, and can disturb the teaching of a class. In order for these children's physical needs to be met, the Harnett County Board of Education is requesting in its 1967-68 budget funds to provide food.

At the beginning of the school term fewer children will need to participate in the food program, due to income from seasonal farm labor. By October the faculties of the participating schools will begin making referrals of children who need to have food at school. It is estimated that 3,000 children from the schools will be eligible to receive aid through the food program.

This year a proposal is being made to the Harnett County Board of Education that children ages 6-10 years receive food without cost when needed; children ages 11-14 years be requested to pay 5¢ per meal; and those ages 15 or over be requested to pay 10¢ per meal.

ESEA funds will reimburse the balance of 20¢ or 25¢ per child, whichever is needed. It is felt this plan will enable more children to benefit from the amount provided in the budget for food. It will cause the parents to maintain independence in their parental responsibilities, as well as contribute to a stronger home-school relationship.

GUIDANCE

The guidance program is designed to expand and intensify guidance services for educationally and economically deprived children. These services include orientation; individual inventory service, including psychological services as needed; information service—occupational, educational, and personal-social; individual counseling; group guidance; placement; follow-up; and evaluation.

To administer such a program, we will employ ten full-time counselors and a guidance supervisor to work with the counselors. The counselors, assisted by the supervisor, have four main functions: (1) to be helpful to teachers in their guidance of pupils, (2) to work with complex cases for which teachers have neither the time nor skills, (3) to advise on policies of marking, promotion, discipline, and curriculum, and (4) to discover and use the guidance resources of the school and community.

HEALTH—DENTAL and HEALTH—MEDICAL

These activities are designed to help care for the medical and dental needs of educationally and economically deprived children. Any deficiency which interferes with the child's school performance will receive attention through ESEA when the regular school health program and other existing agencies are unable to provide the needed services.

Primary consideration will be given to the immediate pressing needs of all qualifying children in homes where parents are unable to finance the needed treatment. Other less serious defects will be cared for as funds allow.

A nurse will be employed to work closely with the teachers, with other school personnel, and county health personnel. An assistant to the nurse will be employed to take care of many routine jobs, formerly performed by the nurse, in order that she will have more time for professional services. As in the past, there will be close cooperation with the ESEA social service program.

LIBRARY SERVICE

The library program will continue to develop communication skills, as outlined in the original Title I project, by providing books, materials, supplies, equipment, and services in this area to serve all the educationally deprived pupils in the target and project schools.

The purposes of these materials and services are to supplement the school curriculum; to promote a greater interest in reading for purpose and pleasure; to stimulate language development, oral and written, so that pupils will be able to express themselves more effectively; to encourage independent study; to provide library skills for using the library more efficiently; and in general, to provide encouragement, materials, guidance, and audiovisual media whereby each student may develop to his fullest and be an important person in our democratic society.

SPEECH THERAPY

A child who has difficulty in communicating with others, especially because of his failure to speak clearly and correctly so that others can understand what he is saying, is often the object of much teasing and jeering on the part of other pupils. Often he is asked innumerable times to repeat what he has said. Frustration develops, and he remains silent rather than be subjected to the embarrassment of not being able to communicate.

From the experiences and observation of teachers in the teaching of pupils in the participating schools, and by screening with appropriate tests, it has been found that many of the children in our schools need help in the area of speech therapy. Harnett County employed two speech therapists who worked with these pupils before ESEA funds became available. The employment of one additional therapist under ESEA has helped to provide for a more effective program. This therapist employed under ESEA worked with 95 children. She worked with individuals as well as small groups. Special games, flash cards, record players, books, recorders, audiometers and other specialized materials have been used in the instruction of these pupils.

Because of a lack of available trained therapists, we will not be able to offer an adequate program next year. We will continue one teacher who will be paid with Title I funds. Although the schedule has not been completed, it seems that the most needy children in the qualifying schools will be served.

HOKE COUNTY BOARD OF EDUCATION

Project No. 68-0116

Title

Language Arts Improvement Program W/Related and Supporting Activities

Project Budget

$337,734

Children in Project and Grade Levels

3,259 1-12 and ungraded

ESEA Staff

53 (plus 137 whose salaries are not paid by Title I funds)

ART, CULTURAL ENRICHMENT, MUSIC, and TRANSPORTATION

We feel that a language arts improvement program should be supported by some activities in art/cultural enrichment and music because experiences in these areas are closely related to, and have a direct bearing on, the "art of communication." Activities in art and music permit individual expression of thought and feeling, and encourage oral and written language.

This project proposes to provide activities in art and music of a cultural and educational nature to develop background experiences from which the child can draw in order to strengthen oral or written expression and comprehension. Each elementary teacher in a self-contained classroom will emphasize activities in art and crafts. Each teacher will be supplied with, or have access to, an adequate inventory of arts and crafts materials such as art pictures, films, and filmstrips; crayons, paints, modeling clay, drawing and construction paper, paste, plastics. Kilns, dry mount presses, translift and laminating machines, and related items will be provided and employed.

One music teacher will be assigned to each of the five project schools for the purpose of working with pupils and teachers to give all children experiences in singing; listening; rythmic, instrumental, and creative activities. Pianos, autoharps, chromatic bells, rhythm band sets, flutophones, recordings, and other musical instruments and materials will be provided and employed.

We also feel that certain cultural enrichment experiences are provided through educational trips and visits which *cannot* be provided in the classroom.

A poll of eligible children revealed that less than 20% have ever visited a musical concert, art museum, sea coast, mountain, or other like places of a cultural and educational nature. Thus, using ESEA owned buses, we propose to provide transportation (and incidentals) for educational trips. Included among these would be trips to musicals and art performances, State parks, State museums, the Hall of History, the School of Performing Arts, and local places of interest. These experiences should help fill the cultural vacuum, enrich and enhance vocabulary, and motivate expression.

BUSINESS EDUCATION

For the most part, our high school programs have been geared to "college entrance." The facts show that a very small percentage of culturally deprived children, especially those in rural areas such as ours, enter college. Fewer still remain to graduate. Thus, *terminal courses* become increasingly necessary. A commercial education (and English) teacher will be employed to offer experiences in business education, typing, composition, office machines operations, and other office practices.

ENGLISH—READING

Basically, this is a language arts improvement program designed to raise the level of reading and communicative skills of the students.

The emphasis in this proposal will be centered on providing diversified experiences which will enhance language growth. An enriched verbal environment will be given special consideration.

All elementary teachers of the project schools will be actively involved in the reading and language arts activities. Appropriate high school subject teachers (for example, social studies and language) will also be involved.

One additional teacher for each project school will be employed and placed at the primary level for the purpose of reducing class size to an approximate average of 25. A reading teacher for each of the high school departments will be employed to enlarge the faculty and permit more individual reading instruction at this level. Teacher aides (one per two primary teachers) will be placed in classrooms in order to relieve teachers of clerical duties so they may have more time to "teach."

Perhaps there is no *best* approach to the teaching of reading. This program seeks to stimulate and encourage a variety of avenues for improving the communicative skills. In the area of reading, the initial approach will be a combination of the *language experience* and the *individualized approach.*

The *language experience approach* utilizes the child's own interest and language at any given stage of development. This seems to offer a definite motivational advantage. Initially working in small groups, the teacher encourages the children to organize and express their thoughts orally about some experience they have encountered. The teacher records these oral expressions in the language used by the children and reads these expressions aloud for the benefit of the children. In this, the children soon understand that reading, as well as writing or talking, is the reconstruction of their own or some one else's thoughts.

As the process proceeds, the children are encouraged to write down what they are thinking, and to read it. Vicarious and real experiences of a cultural and educational nature will be provided in order to enhance the child's vocabulary and thus help him to express these experiences in oral or written form.

Emphasis will be placed on the sharing of experiences through the spoken or written word, listening to and telling stories, writing independently, and making and reading individual reading books. Further, emphasis will be placed on the development and understanding of speaking, reading, and writing relationships; on expanding vocabularies, and on studying words.

The *individualized approach* includes multiple methods of initiation because the teacher selects methods according to the child's readiness or interests. She may employ conversation, storytelling, or reading aloud to get the child "going." Books and other materials at various reading levels are provided. From these, the child chooses according to his interests, readiness, and needs of the moment. An advantage is offered here in that each child can (more or less) pursue his own interests at his own level and at his own rate of progress.

HEALTH—PHYSICAL EDUCATION

There are no health—physical education recreational facilities, outside the schools, available in Raeford or Hoke County for wholesome physical education/recreational experiences which might promote physical, mental, and social development for these culturally (educationally) deprived children. By this activity we propose to provide an enriched program in physical, recreational and health education.

Following suggestions listed in the *Physical Education Handbooks* of North Carolina, State Department of Public Instruction, and other recommended sources, a well balanced P. E. program will be formulated for each age-grade level. All elementary teachers and the appropriate secondary teachers will be involved in this activity.

All-weather play areas, outdoor basketball posts and goals, baseball (softball) backstops, bases, balls, and bats; horizontal bars, see-saws, jungle gyms, merry-go-rounds, ropes, nets, and similar facilities, equipment, and supplies will be needed in the promotion of this activity. We propose to provide and employ such. (Additional personnel will be employed when and if the budget allows.) Experiences in gymnastics, field and court games, ring games, relays, marching, dancing, "free-play," etc. will be explored.

SOCIAL STUDIES

The area of social studies is closely related to the area of language. Language is the facility through which a person expresses himself. The more a person understands about himself in relationship to others the better he can express these relationships. A study of social studies should give the necessary insight from which improved relationships and expressions can be formulated.

Culturally deprived children need a better understanding of their own background and the background of others. Insights and understandings of their own contributions and the contributions of others in a social-culture relationship should improve performance on standardized achievement tests which are based on experiences of a social-cultural nature. This activity proposes to supply the above mentioned insights and understandings.

All presently employed elementary teachers of project schools will be involved and secondary teachers of social studies will be included. Through the employment of 16mm and 8mm movie projectors; overhead, and opaque projectors; disc and tape recordings, increased emphasis on man's relationship to his environment will be stressed. Maps, globes, charts and resource materials will be utilized in emphasizing these *interrelationship* concepts.

ATTENDANCE—SCHOOL SOCIAL WORK

To improve attendance, to decrease the "dropout" rate, and to establish better rapport on the part of all concerned, school-home visitors will be employed to work with teachers, parents, children, attendance counselors, Welfare Department, Health Department, and other agencies according to the specific needs of the students.

FOOD SERVICE (LUNCH) and CLOTHING SERVICE

Many of the 2,650 culturally deprived children included in this study come from homes with six, eight, or more in the family. An income of $2000 is grossly inadequate to provide basic food, clothing, and medical care for a family of this size. While we must not confuse these physical needs with educational needs, there should be little doubt that there exists a close relationship. A hungry child will not be responsive to language arts or other academic teachings. If he is not adequately clothed he cannot attend school.

Also, the quality of lunches served in project schools needs continued upgrading. For the most part this is because professionally trained personnel have not been employed. The need for a qualified, professionally trained person is evident.

This activity proposes to continue the employment of a lunchroom supervisor to coordinate efforts in the project schools so that all lunch services will be improved and measure up to the standards and quality of a Class "A" lunch.

Classroom teachers, school-home visitors, and principals — working with other community agencies — will ascertain the most indigent eligible children in the respective schools. Donated lunches and/or milk will be made available to these students on an impartial basis. Clothing will be provided, when necessary, to enable pupils to attend school.

GUIDANCE

To provide counseling service which will enhance education selection, achievement, and growth, and to provide professional resource personnel for administering tests and evaluating test results, two counselors will be employed and the necessary counseling materials will be purchased.

HEALTH—DENTAL and HEALTH—MEDICAL

It should be evident that educationally deprived children from low income families do not have adequate resources to meet health needs. Further, it should be evident that serious, unmet needs in the above listed areas will greatly reduce the effectiveness of the basic program of improvement in reading and communicative skills.

We propose to continue the employment of one nurse (and possibly two) to work in cooperation with the County Health Department in identifying, appraising, and referring health problems of individual children in the project schools.

Dental and medical personnel will be utilized in working with health problems that might impede progress in the improvement of language facility and general academic achievement. Examinations, treatment, and/or corrections will be performed.

LIBRARY SERVICE

The effective and successful prosecution of any subject-matter program cannot be accomplished without the supporting services of the learning resources

library. This service proposes to provide and circulate multi-media and multi-level educational and instructional materials to children, teachers, and other eligible personnel.

Four librarian positions will be continued in the project schools. An aide will be assigned to each project school library. These aides will give assistance in accessioning, preparing for shelving, and shelving of books; give assistance in cataloging and circulating books and other materials; help with mending books, proper care of periodicals and newspapers, publicity work, clerical duties and other such work. This will free the librarian to perform her "professional responsibility."

SPEECH THERAPY

To correct existing speech impediments, deficiencies, or defects and improve communicative skills, a speech therapist will be employed and will be provided with the necessary materials for correcting speech impediments.

A Language Master voice recording and play-back device will be purchased and used to give participants an opportunity to compare their performance with that of the "professional" and instantly note progress.

INSERVICE TRAINING

To acquaint the aides with methods, procedures, approaches, and techniques which will enable them to carry out their duties in the most effective manner, professional personnel will be employed to conduct a workshop and the necessary materials and/or stipends will be furnished.

Appraisals of the teacher aides *before* and *after* workshop will be discussed in faculty meetings, and findings will be reported to all concerned.

LEE COUNTY BOARD OF EDUCATION

Project No. 68-0124

Title

Improvement of Reading and Social Studies

Project Budget

$128,751

Children in Project and Grade Levels

1,200 1-9 and ungraded

ESEA Staff

37

ART

Children in the ESEA schools need a type of art instruction that will give them an opportunity for personal involvement and creativity. We plan to employ an art teacher whose primary job will be to introduce children to art experiences, to make them aware of their surroundings, to increase their sensitivity to objects, and to make the art around them something of importance in their lives. This teacher will work in both ESEA schools.

CULTURAL ENRICHMENT

Opportunities for broadened cultural exposures and increased community contacts will be afforded deprived pupils in all eligible schools. Transportation will be available for field trips to educational and cultural centers in the area. In each instance, the field trip will be planned as an integral part of an educational activity being conducted in the classroom. Parents, teachers, and aides will serve as chaperones on these trips, thereby providing a closer alignment between home, school, and community. All teachers are expected to provide their pupils with as much social improvement as feasible through field trips and invited guests.

The children will be prepared for field trips and for special speakers and concerts so that they will know what points of interest to look for. Upon returning from trips or from hearing speakers or attending concerts, they will be tested objectively to determine what they gained from the experience. The N. C. Little Symphony is one concert they will see and hear.

ENGLISH—READING

Basically all children involved in our project are poor readers. Throughout the school year the best methods available to us will be employed in bringing about not only an improvement in the reading levels of students but also an interest in reading and a development of wholesome reading habits.

All teachers will use the basal texts, available in both regular and multi-ethnic editions, as their basic program. Also available to them for use with the entire class or with those who need extra help are other reading programs put out by major book companies. We have made an effort to obtain books of high interest level with vocabulary simple enough to interest and challenge the students without frustrating them.

ENGLISH—SPEECH

It is an inevitable fact that clear, effective, pleasant speech can do a great deal for the enrichment of the lives of our school children. There are speech disorders among our school children. We plan, in this portion of our project, to help our classroom personnel know how to recognize various difficulties and how to deal with the basic speech problems. All teacher aides will receive inservice training by a trained speech therapist on the basics of speech correction. The aides, in turn, will be able to assist the teachers and the children with classroom therapy. Tape recorders and headphone sets will be used as important tools in speech therapy. By these means students can hear their own speech as compared to good diction and usage.

MUSIC

There will be a music teacher working with children in grades 1-8 in the project schools. We propose to offer the children an opportunity to understand, interpret, appreciate, and perform good music. Music will be correlated and interrelated with the school curriculum. Singing, listening, and other methods of music appreciation will be a part of the program. The music specialist will be used as a resource person in offering enrichment opportunities. The social studies will take on new meaning and excitement when the record of the past and present is studied through the rich associations produced through music. Characters and episodes recorded in reading books take on greater meaning when they are met through music also.

SOCIAL SCIENCE

Throughout the year all teachers will make a concentrated effort in the teaching of social sciences. Their efforts will be to change attitudes concerning self, home, school, and community by bringing the children to feel that they are a part of their surroundings. Audiovisual aids, newspapers, textbooks, field trips, guest speakers, and any other resources which are needed and obtainable will be used. A materials coordinator will work to increase the number and quality of teaching aids, teacher efficiency in the use of instructional aids, and availability of aids at the time and place they are needed. It is our purpose to teach a clearer conception of the social world and to use the social studies to arouse a desire for human betterment. Teachers will be helped by other professionals and specialists to become more sensitive to nonschool influences and to adjust both curriculum and methods in social studies for increased student interest.

In summation, our general objectives in the teaching of social studies are as follows:

- **Understanding of the main features of the social environment; of ways in which people cope with their environment and provide for their basic needs; of social control through government and other groups; of fundamental relationships among individuals, groups, and society; and of basic characteristics and factors in the growth of civilization.**
- **Skills in gathering, organizing, critically analyzing, communicating, and otherwise utilizing the information regarding human relationships available in oral, printed or visual form.**
- **Attitudes such as respect for individuals, belief that democratic processes provide rational solutions for social problems, willingness to assume civic responsibilities and work for the general welfare, and belief in self-government and upholding the law.**

Through such information and interpretation, teachers and students alike will get away from the idea that the social sciences are "subjects" to be studied for an hour each day. It has become evident that the transmission of knowledge does not produce good citizens. We propose to integrate learning experiences, cooperative group living, cooperative investigation of and contribution to community life, and satisfying human relations into the total program in a planned sequence of experiences.

OTHER—SPECIAL EDUCATION

Mental retardation is unfortunately prevalent in the schools nominated to participate in the ESEA program. It is felt that by providing more materials for these classes, more individual attention can be given these children and more help can be given them on their level. It is hoped that in this way they will become better prepared for the world outside the school environment by learning the basic academic skills and by learning to use these skills in situations where they are needed.

We realize that it will be essential that a good understanding of the development of these children be achieved before the curriculum can be defined. Intellectual development and development in the emotional, social, physical, motor, and achievement areas will all be considered and then incorporated into the curriculum in the special education classes.

ATTENDANCE SERVICE

An effort will be made to improve attendance in the target schools. Children who need medical attention, clothing, and food are often non-attenders. With these services being rendered, it is our hope that attendance will improve.

Children who cannot comprehend the work required of them are often bored, and thus poor attenders. An effort will be made to provide instruction in such a manner that every child's needs will be provided for.

CLOTHING SERVICE

Adequate clothing will be provided, within means, for those children who lack clothing. The children will have a feeling of self-confidence and pride when they feel adequately dressed. They will also have a greater resistance to disease when dressed properly in cold weather.

FOOD SERVICE

Scientifically balanced noonday meals, either free or at a reduced price, will be provided for a number of children in the project schools. These children will be selected on the basis of need as determined by surveys, home visits, and checking with the welfare department.

HEALTH—DENTAL and HEALTH—MEDICAL

A school health nurse will be used to help screen children for detection of dental and health problems and to supervise the correction of defects. More adequate dental and medical services including corrections will be provided for those pupils who need them.

LIBRARY SERVICE

Every effort will be made to increase the use of and interest in the library by providing needed materials. Library services will provide facilities for students to study and complete assignments, or to read for enjoyment. Library books on high interest, low vocabulary levels will be provided. Books of a multi-ethnic and multi-culture level will also be provided. Efforts will be made to bring about parental interest in the library.

PSYCHOLOGICAL SERVICE

These services will be used to determine mental illness or the degree of mental retardation. Locating and attempting to alleviate emotional problems will also be an objective. This service will provide diagnostic appraisal, family consultation, and consultation with teachers. A workshop for teachers on mental health will be part of inservice training. Close contact will be kept with the Lee County Mental Health Clinic concerning problems and treatment.

SCHOOL and SOCIAL WORK

A social worker will be used to work with many of the social problems of the students. She will be a liaison between the home, school and other agencies.

Check lists will be made to determine if the parents of children in target schools are being brought in closer contact with the school; if they are more aware of what their children are doing in school; if they are taking more interest in P.T.A. and other school activities.

The social worker will work closely with the attendance officer on follow-up with parents of those children who are irregular in attendance. Home visits will be made and conferences with parents held.

TRANSPORTATION SERVICE

Transportation will be furnished for educational and cultural field trips.

SANFORD CITY BOARD OF EDUCATION

Project No. 68-0157

Title

Project to Improve Reading and Other Basic Skills

Project Budget

$93,305

Children in Project and Grade Levels

671	1-12

ESEA Staff

33½ (plus 34 whose salaries are not paid by Title I funds)

ENGLISH—READING, MATHEMATICS, NATURAL SCIENCE, and SOCIAL SCIENCE

These four activities will be discussed together rather than separately due to the fact that the basic features of all four are identical. The project is aimed at improving achievement in basic skill areas (English—reading, mathematics, natural science, and social science) by students who are eligible for ESEA activities. All students, in schools eligible for ESEA activities, who are below grade placement in one or more of the basic skill areas, are eligible to participate in the appropriate activities.

These activities attempt to improve achievement by giving additional instructional time and services to children having difficulty. This is managed by providing additional teachers to reduce class loads and providing teacher aides to assist with clerical and other noninstructional duties so that teachers may devote more time to instruction—especially remedial instruction. This additional emphasis on instruction should enable students to improve their achievement in basic skill areas.

Once their achievement is more in line with their appropriate grade levels, these students are greatly encouraged and the expectation that they may remain in school through graduation is more realistic. Consequently, low achievers who are dropout prone should, through the efforts of these activities, become average or above achievers who stand a good chance of completing high school. Above all other needs of educationally deprived children located in the Sanford City School District, the need for greater achievement in the basic subjects stands alone.

GUIDANCE

An elementary guidance counselor will be employed to work with grades one through six in elementary schools qualified for ESEA activities (McIver, Jonesboro, Bragg Street). Approximately 400 educationally deprived students enrolled in these schools will receive benefits from this phase of the project. The counselor will spend approximately 1½ days at McIver, 1½ days at Jonesboro, 1 day at Bragg Street, and 1 day each week in her office or making home visits. Her employment will extend until June 30 in order that she may assist in evaluation activities at the end of the year.

Some of the duties to be performed by the guidance counselor are:

- **Individual counseling with students. Each child will meet with the counselor at least twice a year.**
- **Coordinating and supervising all testing programs.**
- **Obtaining, analyzing, and providing information on students to teachers, parents, and other school officials. (Information should include case histories, test data, health records, etc.)**
- **Coordinating the elementary guidance program with school health programs, instructional programs, attendance program, and guidance programs at the middle school and high school.**
- **Orienting teachers, pupils, and parents as to the objectives and functions of the elementary guidance program.**
- **Working closely with teachers in analyzing and meeting the needs of pupils.**
- **Acting in an advisory capacity to administrators of schools as to the specific needs of pupils as these needs become apparent through a guidance program.**
- **Organizing guidance committees in each school.**
- **Assisting in the evaluation of the Title I project.**
- **Making necessary and desirable home visits.**

HEALTH SERVICES—DENTAL and MEDICAL

These two activities will be discussed together rather than separately due to the fact that they are operated in an identical fashion under the supervision of one person.

A school nurse-health services coordinator will be employed and her services will be available to all students qualified under this project. Her responsibilities will include:

- **Providing health services to pupils.**
- **Visiting homes to promote health educational goals and to establish a good relationship between home and school.**
- **Visiting classrooms to promote health goals.**
- **Coordinating all existing health related services available to children under this project. (Welfare Department, Health Department, Crippled Children's Society, etc.)**
- **Making referrals to medical doctors and dentists.**
- **Recommending payments of Title I health funds for health services and goods (including doctors' and dentists' fees, clothing, haircuts, etc.) for children qualified under this project.**
- **Providing information to teachers concerning students' needs and home environments.**
- **Assisting in the evaluation of the school health program.**

In addition to the nurse-health services coordinator, funds have been budgeted for the diagnosis and treatment of health and health-related needs. These funds will be utilized when services cannot be financed by other existing agencies. After exhausting all other possibilities, the nurse will recommend to the project administrator that funds in a certain amount be provided to meet a specific need. The project administrator will evaluate the request and will direct payment of these funds. Every attempt will be made to get parents to accept some part of the financial responsibility involved in the action.

TRANSPORTATION SERVICE

Within the Sanford City School District there is a serious problem relating to transportation for school children. State supported school buses cannot serve children located within the city. There are no municipal or private transit companies that operate within the city. These facts all but eliminate the possibilities of students taking educational field trips.

In order to provide for more varied, interesting, and beneficial experiences for educationally deprived children, a school bus was purchased with FY 1966 ESEA funds. This bus was delivered late in FY 1966. It experienced great success during the spring of 1967 when it was utilized daily by classes making trips far and near. Field trips totaling approximately 6,000 miles were made during the last four months of school. Teachers rated this activity as being highly desirable and worthwhile.

Funds have been budgeted to continue the operation of this bus. If additional funds are appropriated later during the fiscal year, the budget will be increased to enable full utilization of this activity.

The bus will be available to all classes involved in teaching the basic skills in schools eligible for ESEA activities. Teachers will submit to the project director their plans for educational field trips. The project director will decide whether the trips planned are in line with the overall direction of the ESEA project, and will approve or reject requests on this basis. The bus will be available on all calendar days during the school year, and will be available during the summer months if funds for its continued operation are adequate.

Understanding that many educationally deprived children attending school in the Sanford City School District have not had the opportunities to travel to sites of educational interest, it is believed that this activity will provide highly interesting and informative experiences. Trips to Raleigh to study State Government, to Chapel Hill to visit the Planetarium, to the local water plant, Police Department, to visit a farm or factory, and to similar sites will create interest on the part of students and will provide new and varied educational experiences.

OTHER—SPECIAL ACTIVITIES FOR HANDICAPPED CHILDREN

The Sanford City Schools have had four classes of special education for mentally retarded children over the past several years. During the past two years, teacher aides have been provided for these classes by the ESEA program. These aides are being requested again this year to work with the classes 5 hours each day. The purpose of their assistance is to help the teachers develop more effectively the basic skill competencies of these handicapped children. Approximately 60 children are enrolled in these classes annually.

In addition to the teacher aides provided, all other ESEA activities are available to these children. In fact, the health program, guidance program, and transportation program give the special education classes high priority.

For the coming school year plans have been made to set up classes for mentally retarded children at the high school level. Approximately 35 children of an age appropriate for high school attendance have been contacted and state their willingness to participate in such a program. Some of these children had already dropped out of school due to the fact that there was not a program offered that was suited to their ability levels.

Plans made for the program called for three teachers. Two teachers would be involved in providing instruction in the basic subjects while the other would provide occupational training and on-the-job supervision. The State Department of Public Instruction has allotted a teaching position for the occupational training, but does not have sufficient positions to allot the teachers of basic subjects. Consequently, there is a request in this project for funds to finance one teaching position for the basic skill areas.

MONTGOMERY COUNTY BOARD OF EDUCATION

Project No. 68-0103

Title
A Project to Improve the Communication Skills

Project Budget
$172,420

Children in Project and Grade Levels

1,121	1-12

ESEA Staff
34 (plus 90 whose salaries are not paid by Title I funds)

CULTURAL ENRICHMENT

Before the Elementary and Secondary Education Act, Montgomery County was unable to have a planned music program and other cultural enrichment experiences in the schools. There is a definite lack of cultural experiences in our county. This project will employ one music supervisor. The music supervisor will teach music in the five project schools. She will also have conferences and workshops for the 90 teachers to enable them to carry the activities on when she is not in the classroom.

Classroom teachers will place emphasis on general cultural experiences. Since 75 percent of the children involved in this program are almost unaware of a larger community than their homes, we plan to expose them to varied experiences through field trips, use of films, filmstrips, records, and a wide variety of reading materials.

Because the music and general cultural enrichment instruction will be presented in the classroom, all of the children in the project schools will benefit. However, the teachers and supervisors will arrange special groups for the educationally deprived children.

ENGLISH—READING PROGRAM FOR DISADVANTAGED CHILDREN

The reading program will be the main phase of this project. Most educators today readily admit that instruction in reading and the allied skill of listening should be assigned a high priority because of their key roles in the total educational process. Not only is there a need for corrective reading programs, but there is a definite need for good developmental reading programs in the classrooms.

All teachers in the project schools will be involved in the reading program activities. Five additional teachers will be placed in the project schools. Two

teachers will be used to reduce class size. In two schools, the additional teacher will free the principals of teaching responsibilities. One school will have a special reading teacher. She will have corrective reading classes for primary children who have special needs in reading, listening and observing.

Many teachers do not have the time to employ corrective reading techniques for the educationally deprived children as much as is needed because of many nonteaching duties. Eighteen teacher aides will be employed to relieve teachers of the nonteaching jobs, thereby allowing teachers to help those who are reading on a level below their potential. These aides must have at least a high school education and will be paid according to a set salary scale. They should be people interested in children and school work. The teacher aides will be stationed in strategic locations throughout the five project schools. Their work will consist of clerical work; housekeeping chores; instructional support, such as assisting with art and music lessons; audiovisual technician duties; monitorial duties; and general duties such as making arrangements for parent-teacher conferences.

The teachers of the educationally deprived children will provide for individual differences in skills learning. They will also provide for pupil initiative in a great variety of uses of reading. The teachers must allow for flexible grouping in order that the individual may progress at his own rate. They should analyze test results in order to meet the instructional needs of the pupils.

Controlled reading machines will be used to improve visual efficiency and build thoroughness and fluency in reading. Tachistoscopic techniques will be employed to encourage rapid, accurate seeing and to strengthen visual memory. Workbooks and other supplementary books will enrich the reading program. Some teachers will use SRA reading labs to allow a student to progress at his own rate. Many low reading level, high interest paperback books will be purchased for disadvantaged youth in the project high school. Reading games, individual reading, films, filmstrips, recordings, and various other techniques will be utilized.

Inservice training will be a continuing process throughout the project year. Workshops in Reading, the Culturally and Educationally Deprived Child, and Evaluation will be offered during the year. Workshops will be conducted by out-of-state consultants, State Department of Public Instruction personnel, Title I staff members and teachers themselves. We will encourage faculty meetings to be used as inservice training for teachers and teacher aides.

SOCIAL, PSYCHOLOGICAL, HEALTH, CLOTHING, and FOOD SERVICES FOR THE DISADVANTAGED CHILD

Since these services deal with the total health of the child, they will be considered related services. A sick, undernourished child cannot learn to read well or comprehend what little he can read. These services will provide food, clothes, medical services, social services, and psychological services to help alleviate these problems. Two registered nurses will be employed to operate these related services.

A child who is undernourished cannot possibly achieve the main objectives of improvement in communication skill. The two nurses, with the principals, will determine which educationally deprived children need food service. Free lunches will be offered mostly in three schools which have a low participation in the lunch program and are unable to give free lunches as the other schools do.

The nurses will work with the attendance counselor in providing clothes for children needing this service. It is expected that clothing will create better attendance by some children, resulting in their doing better in school.

Medical and dental services will be provided to the educationally deprived children needing these services. The need of medical or dental help will be determined through screenings conducted by health department nurses and ESEA nurses. Medical and dental services will be made available to students needing them who transferred because of freedom of choice.

There is a definite need for testing materials and psychological services. The mental health of the child is just as important, if not more so, than his physical health. Test and psychological services will be provided where needed. As a part of the testing program, tests for pre- and post-testing will be purchased for evaluation and diagnosis.

Parents of the disadvantaged children are ignorant of their responsibility to provide proper food, a home environment conducive to learning, and encouragement for their children to attend school. The nurses will also work in the homes trying to help parents overcome the negative influence and poor health habits found in the homes. They will also work with the parents in order to establish a better school-community relationship.

Title
Improving Communication Skills

Project Budget
$391,073

Children in Project and Grade Levels
4,843 1-12 and ungraded

ESEA Staff
66 (plus 54 whose salaries are not paid by Title I funds)

CULTURAL ENRICHMENT

Cultural enrichment experiences will include:

A band program which will be the means of keeping in school talented, deprived children who are unable to pay for their instruments or music fees. An estimated 200 students of the educationally deprived would participate if there were no fees. A choral director will be employed to work in Area I high school and the four feeder schools. Recordings will be made available to the qualifying schools for experiences in music appreciation. Films showing the culture of other countries will be much in use. For use in the classroom, media of various types will be purchased such as finger paints, tempera, charcoal, construction paper, and the like.

A pupil transportation program will be set up whereby culturally deprived students will be able to take trips to governmental, educational, and historic places. This is in response to the request of teachers who worked in qualifying schools last year and felt the need deprived student had for cultural experiences away from their communities.

A student assembly program will be set up whereby culturally deprived students will be able to attend cultural programs at a centrally qualifying school. Programs under consideration include: Children's Concert by the North Carolina Symphony, Inc.; Children's Theater of North Carolina; and the North Carolina State Ballet Company.

ENGLISH—READING

Related activities that will aid in English—reading programs include all skill subjects, reduction of class size and the employing and using of teacher and clerical aides.

Reducing class size so that the teacher-pupil ratio will be lessened where there is an overload in class size. Fourteen additional teachers will be employed for this purpose. We are striving for a smaller class load in grades one, two, and three than is provided through the State allotment. These fourteen teachers will be placed in the qualifying schools that have the greatest need, and the highest percentage of deprivation.

Films will broaden the child's horizon and will be purchased. This audiovisual material will awaken a yearning on the part of the child to learn more about a given topic and thus a desire to read will be a driving force in his mastery of reading skills. This will bring a needed resource to the educationally deprived. In order to make these films available when needed, personnel to clean, mend and deliver them will be employed. The AV technician visits each school twice per week to deliver and pick up films as requested by the teacher. He keeps on hand repair material for all AV equipment and repairs all machines. He attends regional and State meetings in order to keep informed on new materials available.

Teacher aides will be employed to relieve the teachers of routine duties so they will have more time for teaching. One aide will be employed for every 4 primary teachers; one for every 8 grammar grade teachers; and one for every 12 high school teachers. These aides will provide released time for teacher-planning and for working with small groups, will check papers and do clerical work. Clerical aides for the counselors will give guidance counselors time for greater diagnostic and intensive counseling during the school year. Research has proven that a high percentage of dropouts is caused by failure in school. A poor reader who, of necessity, cannot communicate with his associates is a failure. In addition to the 41 aides provided in this program, North Carolina's Comprehensive School Improvement Program allows Moore County five aides.

A high school supervisor is needed to implement some of the objectives. This supervisor will act as a coordinator of the total high school program to assist in "rounding out" the program in order to meet the needs of each individual. He will supervise the learning lab and train the person employed to carry out its objectives. He will set up inservice workshops for high school faculties. At present he is helping to plan the curriculum in a proposed integrated high school to open within a one-year period. He is on call to assist in any racial disturbance that may arise in any of the schools where massive integration is taking place. He will coordinate services between the State Department high school consultants and the local school.

Experiences will be designed to make educational activities flexible for each educationally deprived student, and as challenging and meaningful as a varied learning environment can be. This project is to involve all students and teachers actively in the learning process. Resource people will be brought to the classroom to add variety and to enhance the instructional program.

Learning Lab—Due to the large span of achievement and abilities in the large high school, a learning lab has been established to meet the needs of exceptional children. This lab will consist of programmed materials on all achievement levels in the skilled subject areas. When a student is lagging behind in a particular class he will be counseled and placed in the learning lab where he can be given individual instruction. After successfully completing this unit, he will again be placed in the regular class. No failures are possible under this program and as a result we hope to reduce the number of dropouts. The programmed materials selected have been evaluated by a state committee and have proven to be valid and reliable.

An audiovisual coordinator will be employed to supervise all audiovisual equipment.

CLOTHING SERVICE

The clothes will be purchased on a county wide basis so as to take advantage of wholesale prices. The clothing program will help to eliminate the feeling of insecurity on the part of indigent children when they attend school. It will help promote their attendance at school and will enhance their chances of enjoying good health.

FOOD SERVICE

School food service will be a part of the program. A supervisor will be employed to help plan menus and to improve the method of serving them. She will conduct workshops, attend inservice meetings on a district and State level, and work to improve the total lunch program in economically deprived target schools. She will hold a county-wide workshop for lunchroom managers each month. She has four of her lunchroom managers come in once each month to plan menus for the following month. She has set up a system for central purchasing of foods in accordance with the menus planned. Bids are taken each month and awarded to the lowest bidder. The school food service supervisor works closely with the State Department to carry out any program as set by the school foods service department. *Free lunches* will be provided where there is a definite need. Parents will be asked to verify this need. The supervisor will work with the principal in every phase of the lunch program in order to bring about any changes needed for more nutritious lunches.

HEALTH—MEDICAL

The health appraisal program will consist of *employing a full time nurse* to work in these qualifying schools, to assist in remedying minor health problems, and to make referrals of any major problems. She will work under the supervision of the Moore County Health Director, but her major duties will be involved with the deprived children in the county. In her visits to the schools, she will work with the teachers in completing the screening of each child. She will consult with the Welfare Department when a child needs medical service but is unable to pay for it. Her work will be in the Crippled Children's Clinic at the Health Center in aiding any child unable to pay for the medical service.

Maid service will be added to the 16 qualifying schools. Since there are no State funds allotted, none of these schools have been financially able to employ a maid. Twelve schools will have a full-time maid each, two small schools will have a part-time (3 days) maid and the two large schools will have a full-time maid plus two extra days per week. These maids have been given a schedule of work by their principal. This schedule calls for sanitary services which had not previously been part of the janitorial schedule and also provides sanitary services for the 22 mobile classrooms provided for under this Title. The maid will be a part of the team with the principal, classroom teacher, and nurse to maintain a healthful and clean atmosphere for learning.

LIBRARY SERVICE

Four librarians will be employed under the Elementary and Secondary Education Act so that each qualifying school will have either a full-time or part-time librarian, who will assist and encourage the individual child in the selection of books within his range of readng. These librarians will attend inservice meetings called by the county library supervisor. They will accession any books purchased; keep records of circulation, etc. Any duties prescribed by the library supervisor will be a part of the job. Two library assistants will be employed to perform routine library duties.

SCHOOL SOCIAL WORK

A home-school coordinator will be employed for 9 months to visit in the homes of indigent students, to help establish rapport, and to establish detailed needs of the children for school clothes, health services, and social services. The coordinator will supervise the supplying of clothes for the indigent students, and refer their other observed needs to the proper authorities. She will be under the direct supervision of the local educational agency director.

Title

Improvement of Language Arts Skills of Educationally Deprived Children

Project Budget

$201,242

Children in Project and Grade Levels

1,378 1-9

ESEA Staff

31 (plus 65 whose salaries are not paid by Title I funds)

CULTURAL ENRICHMENT

All participating school personnel — supervisors, principals, teachers and consultants—will assist in enriching the cultural experiences of the children. By the use of field trips, films and other audiovisual materials, it is believed that the cultural and social level of the individual child can be raised. In addition, language arts and music consultants will coordinate plans to schedule, invite, and make arrangements for guest performing groups. Students will also participate in group activities designed to enrich culturally. All children of the project schools will participate in these activities.

ENGLISH—READING

The reading program is designed to extend diagnostic services to a large number of children who are severely retarded in reading; to gain additional knowledge about the effectiveness of various methods and materials used in teaching reading; to develop new skills for increasing the effectiveness of personnel through the use of reading consultants; and to provide counseling, psychological, and medical services to pupils whose reading problems require such services. The selection of children for this activity will be based on reading test scores and teacher recommendations.

The employment of four experienced teachers—one to be placed at each of the project schools—will lower the teaching load so that more time can be spent in teaching the underachieving child to read more effectively. By utilizing teacher aides to work with those students who are making satisfactory progress, we propose that teachers will allot a minimum of 30 minutes daily in working with the underachiever.

Sixteen teacher aides will be employed and assigned to the various schools to assist teachers in performing routine classroom chores and to relieve teachers so that more time can be devoted to the teaching of reading. Aides will be used primarily in the lower grades. The use of aides will free teachers from duties that take away from teaching time and give them more time to help children who have need of individual attention.

OTHER—TEACHER AIDES

1. Aides are assigned by the principal to duties serving the total school program, and to individual classrooms on a rotating basis.
2. Requests by classroom teachers for special services of aides are made through the principal's office.
3. Techniques and procedures are determined and delegated to the aide by the teacher, principal, supervisory or administrative staff.
4. Aides work under the direction and supervision of teachers or other members of the school staff.
5. Aides treat individual pupil, school and staff information in a professional and ethical manner.
6. Aides are not substitute teachers. They will—

- **Assist in performing routine classroom and other school duties.**
- **Assist in lunchrooms, playgrounds, bus duty, dismissal, assembly, traffic control and any other such duties.**
- **Assist in procuring, distributing, maintaining, sorting equipment and materials.**
- **Assist in preparing displays, bulletin boards, and experiments.**
- **Assist in clerical work of filing, typing, duplicating, record keeping, and clinics.**
- **Assist in preparing and operating audiovisual equipment.**
- **Assist in keeping classrooms, storerooms, and closets tidy and usable.**

CLOTHING SERVICE

Upon the recommendation of the project school principals and teachers, and the school nurse, adequate clothing will be provided for needy children. Verification of the children's needs will be made by home visits and welfare agency data.

FOOD SERVICE

Good health and nutrition are essential to the child's attitude toward school and learning. The food services supervisor will enable the school lunchroom to maintain and improve the health and nutrition of children to increase their readiness for learning. The food service supervisor will assist in using the school lunch program as a means of teaching. She will also assist families in maintaining improved meal planning in the home. It will be her responsibility to establish centralized buying and menu planning, and to instruct cafeteria employees in food preparation and nutrition.

In the lunch program, free lunches will be provided for undernourished children. Children will be selected to participate in the lunch program on the basis of need, with verification of need being made by home visits and consulting welfare data.

GUIDANCE and COUNSELING

The guidance and counseling service will include:

- **Helping students understand themselves.**
- **Providing for individual and group differences according to aptitudes, interests, and abilities.**
- **Motivating students to achieve at capacity levels.**

- **Assisting students in choosing educational or vocational areas.**
- **Assisting parents in understanding and accepting the potentials of their children.**

HEALTH—DENTAL and HEALTH—MEDICAL

The school health nurse will assist teachers and public health nurses in screening all students in the participating schools to determine any physical disabilities, including dental needs and visual or hearing defects. She will also make referrals and work closely with local health and welfare agencies, physicians, and dentists in seeing that the defects found are corrected. Corrections and services will be in accordance with regulations governing the use of North Carolina school health funds.

The nurse will be responsible for setting up and maintaining first aid rooms in each participating school. In addition, by home visitation, she will assist in improving health and sanitation in the homes of pupils. She will also assist the teachers in teaching personal hygiene and in setting up units of study to be included in the health teaching program.

LIBRARY SERVICE

Services to be offered are the acquisition and cataloging of materials, supplying classrooms with printed and audiovisual materials, scheduling library periods, developing reading lists, and conducting a summer reading program. All children from project schools will benefit from improved library resources.

PSYCHOLOGICAL SERVICE

As broadly conceived, psychological services are designed to diagnose the educational needs of all eligible students through an analysis of their test scores (their strong and weak points) on standardized achievement and mental abilities test batteries; and to make recommendations toward improving the curriculum, materials, and teaching methods used, so they will more nearly suit each child's capacities and temperament.

SPEECH THERAPY

The ability to speak effectively is basic to any learning process. The development of acceptable speech is an important factor in the continuous educational, social, and emotional growth of a student. Under the direction of a trained speech therapist, students will be screened for speech defects and, when necessary, will be assigned to a speech therapy class.

OTHER—INSERVICE TRAINING

Consultants to the project will use their own specialties such as reading, speech therapy, psychological testing, art, cultural enrichment, and use of audiovisual aids in working with project children. Consultants will also provide, on a cooperative basis, an inservice training program through which they will share with resident teachers the latest methods of teaching their specialties. The dissemination of improved methods of teaching and counseling will acquaint the teachers with the purposes and scope of the program and upgrade the teaching program.

RICHMOND COUNTY BOARD OF EDUCATION #2 — Project No. 2-68-0014

Title
Improvement of Language Arts and Reading

Project Budget
$97,936

Children in Project and Grade Levels
718 1-12

ESEA Staff
25

BUSINESS EDUCATION/OFFICE OCCUPATION

We plan to expand this program through capital outlay if more money is allotted us during the year. The expansion is necessary due to increased integration of our Hamlet Avenue School. This money will be used to purchase machines to take care of all who wish to enroll. This program will equip these students to compete on the labor market when they graduate.

With the expectation of steady employment at a reasonable wage for the job done, these students will have a greater outlook on life. They can then aspire to make something better out of themselves.

READING—ENGLISH (Language Arts Improvement)

Teachers and aides in the kindergarten will be working very closely with about 80 children. This number represents approximately 90% of all children who will enroll in our two qualifying schools. With kindergarten experience, these students will be better able to do what is expected of first graders when they actually start to school. All children in our kindergarten will enter the first grade September, 1968.

The aides do the menial tasks while the teachers do most of the actual instruction. The aides in the primary grades will work with the rest of the class while the teacher is instructing the various groups at levels where only a few can prosper from the instruction. For example, by having an aide the teacher will be able to divide the lowest reading group into two groups, thus giving twice as much attention to the educationally deprived as she heretofore had been able to do. When the teacher is teaching the whole class, the aides will be able to help those who are not able to keep up or to give them materials the teacher has had prepared in advance. The aides will be able to secure needed materials, allowing the teacher to devote her full time to teaching.

The three teachers employed to reduce class size are at our two qualifying schools. By employing these two teachers, we are able to help keep the enrollment in each class down so the educationally deprived children may be given more individual attention. Also, the range of difference in a class will be less, making possible a better learning situation.

OTHER—PRESCHOOL READINESS

We propose to have these children follow a regular, outlined program of readiness with time allotted for individual activities. By the latter part of the program we hope to be able to go to some formal instruction such as writing their names, numbers and related skills.

ATTENDANCE SERVICE

The home-school consultant will work very closely with the teachers on students' problems which home visits will help relieve. Through a better home-school relationship we feel student attendance at school will improve, enabling students to keep up with their work. As long as they are doing satisfactory work they are likely to be more interested in coming to school. Through this better relationship we feel parents will become more interested in the school and their children's progress.

CLOTHING and DENTAL SERVICES

Students needing clothing or dental services that cannot be provided for by the parents or by welfare will have these services provided by funds set up in our budget. The needs of these students will be carefully checked by the home-school consultant and the welfare and health departments before these services will be rendered to them.

FOOD SERVICE

The school-home food consultant will enable us, through centralized buying, to serve better lunches at a lower price. At the 2 elementary schools we qualify for the 10¢ reimbursement and at the high school we get 6¢. The prices at these low income schools remain at 20¢ and 25¢ while the other schools in the system charge 30¢ per lunch.

The managers in the cafeterias are not qualified to plan menus, buy food and supplies, or keep records. This person will do all of these things for the schools.

The food consultant will work with all the teachers in these schools in the preparation of units on food, proper eating habits, proper manners, and other problems of a dietary nature.

Parents will be invited to come in for discussions on better methods of preparing food for their children. They will be encouraged not to send their children to school without breakfast. In cases of great need the consultant will help instruct the parents in basic cookery methods so they can get the most out of any food served.

At the present time we are holding a class for the lunchroom workers as recommended by the State office to bring the educational standards of these people up to the level suggested by the State.

In the kindergarten and elementary grades, all children who are not able to have a lunch either purchased or brought from home, will be given a free lunch.

GUIDANCE

We will provide a full-time guidance counselor to work with the students at Monroe Avenue. All of the counselor's time will be devoted to working with students in the handling of their vocational, academic and emotional problems.

LIBRARY SERVICE

Using State funds we have a librarian working half-time at each of two elementary schools. This keeps the libraries open two and a half days a week in each school. The assistant we have employed will enable us to give a full-time benefit to both libraries.

Each class will have two regularly scheduled library periods per week with an opportunity to visit the library when needed any time during the day. With these two regularly scheduled periods, more books will be checked out; and the more books children have access to, the more reading they are apt to do. This should raise their reading ability and interest in reading. A greater interest in reading will be a carryover into the regular classroom program.

It is our belief that better prepared children will retain a higher interest in school and remain long enough to graduate.

Title

Remedial and Enrichment for Educationally Deprived Children

Project Budget

$98,160

Children in Project and Grade Levels

417 1-12 and ungraded

ESEA Staff

12

CULTURAL ENRICHMENT

Participating school personnel—supervisors, principals, teachers, and consultants—will assist in enriching the cultural experiences of the children. By use of field trips, films and other audiovisual materials, it is believed that the cultural and social level of the individual child can be raised.

An appreciation of good literature will be developed by utilizing improved libraries, group classroom discussions, and an improvement in reading habits and skills.

Through the choral and instrumental music program, children will be given the opportunity to develop skills in music, and an appreciation for good music.

Culturally deprived students will be given an opportunity to experiment with various art media, and to learn of the historical contribution of art, literature, and science to our national heritage.

Additionally, language art and music consultants will coordinate plans to schedule and invite guest performing groups to provide cultural enrichment.

ENGLISH—READING

The reading program is designed to extend diagnostic and remedial services to a large number of children who are severely retarded in reading; to gain additional knowledge about the effectiveness of various methods and materials used in teaching reading; to develop new skills to increase the effectiveness of personnel through the use of reading consultants; and to provide counseling, psychological, and medical services for pupils whose reading problems require such services. The selection of children for this activity will be based on reading test scores and teacher recommendations.

The employment of experienced teachers will lower the teaching load so that more time can be spent with teaching the underachieving child to read more effectively. By utilizing teacher aides to work with those students who are making satisfactory progress, we propose that teachers will allot a minimum of 30 minutes daily in working with the underachiever.

Teacher aides will be employed and assigned to the various project schools to assist teachers in performing routine classroom chores and relieve teachers so that more time can be devoted to the teaching of reading. The services of the aides will be utilized primarily in the lower grades. By the use of aides, teachers will be freed from duties that take away from teaching time. This will give them more time for those children who have need of individual attention.

SOCIAL SCIENCE

The social science program is designed to meet a special educational need for a better understanding of the operation of our local, state, and national government; our civic responsibilities and obligations;

our heritage and historical background; and the influence of geography on the lives of people. Children will be given an opportunity to learn about the broader community in which they live and the community resources which influence their lives. They will be made aware of community agencies and facilities which will enable them to live richer lives. They will be given experiences which will help them learn to live in harmony with others.

Efforts will be made to develop pride in the local community and a desire to improve their conditions and surroundings.

Children from deprived homes will be given an opportunity to learn of their own historical background and the contribution of the various races to fine arts, literature, and music.

In order to achieve these objectives effectively, class size will be reduced through the employment of additional teachers. Suitable library books, visual aids, and materials have been purchased for use in social studies classes; and necessary equipment will be bought. A workshop will be held in the schools to train teachers in the effective use of audiovisual aids and in the most effective use of the materials and equipment which are available. Draperies or audiovisual blinds will be provided where necessary in order to facilitate the use of filmstrips and other audiovisual aids.

FOOD—LUNCH

This project is designed to provide wholesome school lunches for children from low-income families. Some free lunches will be provided, and necessary equipment and materials will be provided to facilitate the preparation and serving of food.

Since there is a definite correlation between the health of a child and his ability to profit from school experiences, an effort will be made to provide an adequate lunch for every child attending the schools with the greatest concentration of deprivation. An effort will be made to build physical stamina in the children by improving their eating habits and by combatting malnutrition through a better school lunch program.

Through this project, free meals will be provided for children who otherwise could not obtain a school lunch. This will supplement the free-lunch program which already exists in all of the schools.

SCHOOL SOCIAL WORK

As a part of this project, a home visiting teacher will be employed to work with parents on problems relating to the school and to education. This teacher will encourage parents to keep their children in regular attendance at school, discuss problems that may arise between parents and teachers, investigate the need for providing free school lunches or other economic aid for children, serve as a liaison worker between the school and the home, interpret the program of the school to the parents, and assume responsibilities as a public relations official for the school. The teacher will be reimbursed at the rate of 8¢ per mile for the cost of travel; and the necessary office supplies will be provided.

RICHMOND COUNTY BOARD OF EDUCATION #4

Project No. 4-68-0162

Title
Vocational Training and Job Placement

Project Budget
$14,210

Children in Project and Grade Levels
307 9-12

ESEA Staff
9

BUSINESS EDUCATION

This course is designed to provide training for educationally deprived children in order to prepare them for employment in office work. The summer program will include basically this same course, which will involve the teaching of typing and the operation of office machines.

The office occupations program during the summer will be operated in conjunction with the National Youth Corps and the Work-Study program. Students who are enrolled may be given an opportunity to obtain work experience at a salary along with the instructional program.

Funds for supplies and materials are requested in the proposed budget. During the regular school year teachers will be paid from local and State funds; but will be paid from ESEA, Title I funds during the summer program.

HOME ECONOMICS

We propose to provide educational training for home management, and instruction in vocations closely associated with the home economics areas.

A large percentage of the girls from economically deprived homes elect to enroll in this course in grades 9 and 10. Subject areas will include proper food preparation, nutrition, sewing, child care, family relationships, and general home management.

INDUSTRIAL ARTS

In this activity children from educationally deprived families will be given an opportunity to explore methods of industry through an industrial arts program offering shop experience. Included in this will be carpentry, cabinet making, and electrical wiring.

Skills in the operation of machines in the area of woodworking, metal work, and ceramics will be taught. The students will be given an opportunity to develop skill in the operation of machines owned by the school as well as those purchased through Title I funds.

VOCATIONAL EDUCATION

This activity is designed to provide vocational education during the regular school year and during the summer months. Children from educationally deprived homes will be encouraged, through the school guidance program, to take advantage of vocational courses.

Training will be offered which will enable deprived students to obtain gainful employment in industry. The construction industry, including electrical trades, carpentry, agriculture, and home economics will be stressed.

ROBESON COUNTY BOARD OF EDUCATION

Project No. 68-0150

Title

Upgrading Communicative Skills and Vocational Preparation

Project Budget

$1,368,761

Children in Project and Grade Levels

10,381	1-12 and ungraded

ESEA Staff

402 (plus 556 whose salaries are not paid by Title I funds)

CULTURAL ENRICHMENT

Our school system has one of the greatest cultural lags of any area in the State. We are making a concerted effort to expose our children to those aesthetic values which have thus far been lacking in their environment. Through visual aid materials and equipment we are bringing to the classroom many of those areas or exhibits we are not able to visit.

Two music teachers are to be employed to assist the teachers in the teaching of music. With only two teachers, they of necessity will serve in an advisory capacity to the teachers, offering them many ideas and conducting inservice workshops in the area of music. The music teachers will operate on a prearranged schedule with each teacher in grades 1-8 receiving a small allotment of time each week.

In the area of art we have employed two additional teachers. Their services will be limited to grades 1-8 in the project schools. These two specialists will serve as consultants to the teachers and are to assist the teachers during scheduled visits to the classroom and through workshops and demonstrations in the schools. These two specialists are not replacing the regular teacher in the teaching of art. The regular teacher will continue to teach art for approximately 90 minutes each week. The art instruction will include experiences in various art materials, development of skills in art, art appreciation, and the use of art as an expression of concept in other school subjects.

ENGLISH—READING

Twenty special reading teachers will be employed to assist in the reading problems at each of the project schools. Some of the smaller schools must share a special teacher in order to equalize the teacher load. Those teachers will be provided with special equipment and materials necessary for them to perform their duties. A special room or other area will be provided at each school where the reading teacher will conduct her classes.

A summer reading program will operate for six weeks. One hundred teachers will teach both remedial and enrichment material during this period at most of the project schools. A summer program supervisor will coordinate the reading program with all other activities taking place at the schools during the summer. Two special demonstration reading teachers will work in all summer schools assisting the regular reading teacher.

One hundred teacher aides will be assigned on the basis of one aide for every three teachers in the elementary grades. A large percentage of their time will be spent assisting the teacher in the area of language arts. Guidelines have been drawn up outlining the duties an aide can perform effectively. Twenty classroom teachers will be employed to reduce the class load in selected schools in order that the enrichment program may be more effective.

HEALTH—PHYSICAL EDUCATION

Summer programs will be operated in each of the project schools. Each center will have a supervisor for the recreation program who will have general responsibility for all events. Adequate recreational materials and supplies will be provided to insure a satisfactory program.

A physical education specialist will be employed to work with one of our larger high schools and its feeder schools.

Various items of gym equipment will be purchased to update our indoor sports activities. Special emphasis will be placed upon sports with a carry-over into the adult life.

SOCIAL SCIENCE

This area will be provided for in many ways. Additional audiovisual equipment which is purchased will be used to bring far away lands and cultures to the classrooms of Robeson County. Maps, charts, globes, and various other media made available under Title I will all play important parts. The social science area is interwoven into all activities and services carried on by Title I.

VOCATIONAL EDUCATION

The commercial teacher in each high school will supervise this activity as it relates to business education. Previously the commercial departments of our high schools were poorly equipped to teach basic business courses. With equipment, supplies, and materials available under Title I, emphasis can now be placed upon the use of various office machines such as the ten key adding machine, full key adding machine, printing calculator, manual typewriter, electric typewriter, photo copy machine, mimeograph, and spirit duplicator. With an increased amount of supplies, materials, and equipment available, local fees for commercial subjects have been cut to a bare minimum. Many students who were previously unable to take those subjects are now receiving a good, basic business education.

Many of our graduates begin work immediately upon graduation with no additional training. A strong, basic business curriculum is a must if they are to be a success.

Five teachers will be employed to work in the vocational area. They may be in business or the trade area. Adequate materials and supplies will be provided to assure their success. Additional trade teachers will be employed during the summer program in order to offer a variety of course work which could not be offered during the regular school year without interfering with the student's planned program of studies.

OTHER—SPECIAL EDUCATION

Six teachers will be employed to teach classes at the educable or trainable level. In the 21 project schools selected, students will be given the Peabody Picture Vocabulary Test or the Slosson Intelligence Test. These selected students will have been recommended by their teachers as possible members of a special education class. Based on the results of the two preliminary tests, certain students will be recommended for psychological testing by the Mental Health Clinic. They will be given all or parts of the following: Bender Gestalt Visual Motor Test, Wechsler Intelligence Scale for Children, Gray Oral Reading Paragraphs Tests, Stanford Binet Intelligence Test. Based on the psychologist's recommendation, the child may or may not be placed in special education.

The teachers employed will be placed in areas showing the highest concentration of low I. Q. children. They will be supplied with adequate equipment, materials, and supplies to carry on an effective program. Consultant psychological services will be available as the need arises.

CLOTHING PROGRAM

The home-school coordinators, with the principals, will select those children considered to be the most needy and arrange to purchase for them some items of basic clothing necessary to make them presentable to their peers.

FOOD SERVICE PROGRAM

Believing that a child is not willing to learn on an empty stomach, we hope to provide a well-balanced lunch for those who are not able to pay for a regular priced meal. Emphasis will be placed upon the reduced price lunch rather than a "free" lunch. Cafeterias will be updated with modern equipment to handle this increased traffic. Principals will select those who are to participate in this program in the qualified schools. A cafeteria supervisor will assure well balanced meals and soundness of fiscal operations.

HEALTH—DENTAL

Three nurses will be employed to screen children in eligible schools. As many dental follow-up corrections will be made as possible within the finances available.

HEALTH—MEDICAL

Teachers will first screen their students for possible health deficiencies, and will then refer any questionable cases to the school nurse. In addition to the school nurses provided by the County Health Department, three registered nurses will be employed under Title I and assigned to specific schools. These nurses will then examine the students and make referrals for further professional examination and corrections. Individual schools will provide the nurse with a work area for examinations. Some students will be referred to the Mental Health Clinic for psychological examinations.

The nurses will work with teachers in establishing proper screening procedures and establishing other health activities.

LIBRARY SERVICE

A library supervisor will be employed to direct the 21 school libraries in qualifying schools. The majority of these are teacher-librarians with little formal training in library science. The library supervisor will be responsible for inservice education in library science and for the overall coordination of the county library program. Additional library books will be purchased during this fiscal year. The library supervisor will assist in purchasing these books by recommending titles and working with the book jobbers in supplying the large quantity of books requested.

During the summer months 15 librarians will work in the 21 project schools. Processing of new books will be completed and the libraries will be open during specified hours for children to borrow books.

PSYCHOLOGICAL SERVICE

School nurses and teachers will screen children for referral to the Robeson County Mental Health Clinic. Under a contractual agreement, psychologists will examine and counsel children as necessary. There will be a close working relationship between the clinic, the school nurse, and the classroom teacher.

SCHOOL SOCIAL WORK

Five home-school coordinators will work with the 21 qualifying schools. An effort will be made to investigate problems arising in the school which may be associated with a poor home environment. An effort will also be made to provide a closer working relationship between the home, the school and the community.

OTHER—INSERVICE TRAINING PROGRAM

During the year several different inservice training courses will be offered for college credit or certificate renewal purposes. Library science, guidance, and reading courses will be of especial importance. A number of workshops emphasizing the use of reading materials and equipment are to be scheduled. Next summer we are scheduling, in cooperation with Pembroke State College, two courses in reading, one in modern math, and one in science. Several consultants in the area of reading will also visit with our supervisors and teachers in an effort to help us analyze and solve our problems.

FAIRMONT CITY SCHOOLS

Project No. 68-0037

Title

Language Arts Improvement and Occupational Preparation Program

Project Budget

$167,845

Children in Project and Grade Levels

1,092	1-12 and ungraded

ESEA Staff

52 (plus 9 unpaid volunteers)

CULTURAL ENRICHMENT

A cultural enrichment program will be continued for the educationally deprived children in the Fairmont area. Special performing groups, art exhibits and lecturers will be brought to the schools. Field trips to cultural centers will be arranged with transportation provided.

ENGLISH—READING

An enrichment and remedial program will be planned to supplement the regular reading program in the schools. Children identified as achieving below expected achievement will be eligible to participate in this activity. All communication skills will be emphasized in the program. Special instruction will be given to individuals and small groups. Additional teachers will be employed to reduce the size of classes. Teacher aides will be employed to assist teachers with classroom activities.

A summer program will be offered to children in grades 1-12 who need special help in reading and language skills. Included in the summer program will be special courses for students planning to go to college.

A seminar in the teaching of reading and use of visual aids will be held for teachers participating in the program. Teachers will be permitted to visit other schools to observe programs for educationally deprived children.

The speech therapist will be employed through ESEA funds for two months in the summer. She will work with individual children and small groups who have speech problems. Her time is divided between Rosenwald and Marietta Schools.

With the acquisition of additional visual aids during the past few years, it will be necessary to employ a full-time audiovisual director to assist teachers in the use and care of the materials, as well as to repair and distribute materials to the schools. A station wagon, truck, or some other type of vehicle will be needed to transport materials to and from schools.

Eligible children transferring from eligible schools to the Fairmont School will participate in this activity through the service of a special reading teacher.

MUSIC

The music activity will include the teaching of music theory, auditory discrimination, music appreciation, and training and competence in the use of musical instruments by a music specialist.

HEALTH—PHYSICAL EDUCATION

A physical education program with special emphasis on physical fitness and good health practices will be planned for all children. Good health habits will be encouraged at all grade levels; the upper elementary and secondary students will take showers after a period of physical education. This program will be a part of the regular school program and a special feature of the summer program.

Additional facilities and materials will be necessary to broaden the program and include all eligible children.

Demonstrations of some of the stunts and games learned, and skills acquired, are given on a special activity day.

NATURAL SCIENCE

Special classes will be scheduled for children who show need of special help in the area of science. Using the Iowa Test of Educational Development as a screening test for secondary students, a program will be planned to meet the needs indicated by test results.

More materials and equipment are needed to provide the laboratory experiences necessary for individual projects, and enriched and remedial programs in science, at the junior high and senior high school levels.

VOCATIONAL EDUCATION

An office practice laboratory—with use of business machines—will be held at the Rosenwald School during the regular school term.

Students participating must have at least one year of typing or business math and be recommended by the business teacher and principal.

The objective of this activity is to develop vocational skills in the area of machines for those students wishing to pursue the operation of business machines as a career.

CLOTHING SERVICE

The attendance counselor-social worker will decide which eligible children need clothing to attend school; or, in cases of extreme poverty, whether better clothing might raise the children's morale, self-esteem, and willingness to participate more wholeheartedly in school affairs.

FOOD SERVICE

This service will provide lunch, milk, and any other meals needed by all eligible children. Lunchroom personnel will be employed in order to supervise and prepare food for these children.

HEALTH—DENTAL and HEALTH—MEDICAL

A school nurse will be employed who will check eligible children to see who needs dental or medical care. She will work throughout for better physical and mental hygiene in the home and school.

PSYCHOLOGICAL SERVICE

The psychologist will be concerned with the emotional and social stability of students and their special educational, instructional and curriculum needs. Individual tests, as needed, will be administered to individual students to assess their needs and the instructional methods best suited to them.

TRANSPORTATION SERVICE

Transportation will be provided for all field trips planned under this project for educationally deprived children.

Transportation will also be provided for special personnel, such as home-school visitors, the nutritionist, the speech therapist, administrative staff consultants needing on-the-job transportation, and for intervisitation by teachers.

Title

Improvement of Performance in English Language Arts

Project Budget

$135,862

Children in Project and Grade Levels

1,120 1-12 and ungraded

ESEA Staff

15 (plus 8 whose salaries are not paid by Title I funds)

CULTURAL ENRICHMENT

Research studies and literature on the educationally deprived child indicate that a lack of cultural experiences is related to educational deprivation.

Most of the deprived children in our administrative unit have taken few trips, if any, outside of Robeson County and most have traveled very little within the county.

As travel is known to be an excellent way to broaden one's cultural background, the Lumberton City School Administrative Unit proposes to purchase a badly needed activity bus; hire a bus driver; and sponsor a carefully selected travel itinerary for approximately 700 elementary and 400 secondary students who, in the opinion of teachers and administrators, are culturally deprived.

We hope, as a result of travel and visits to State and local points of interest, that the cultural background of these deprived students will have been improved.

To provide students at the South Lumberton Elementary School with further opportunities for cultural enrichment, we also propose to purchase a portable stage so that students in this school might have a proper place to present concerts, guest speakers, and other types of student body activities already planned for the coming year.

ENGLISH—READING IMPROVEMENT

The Lumberton City School Administrative Unit desires to add personnel to its instructional staff in an effort to improve reading achievement by reducing class size. Additional teachers will reduce the size of each class to approximately 25 pupils in each grade of each eligible school.

As innovative techniques and programs are encouraged under Title I of ESEA, our administrative unit proposes to set up a one-room reading laboratory at South Lumberton Junior-Senior High School to include 5 shadowscope pacers, 5 craig readers, 1 tachomatic reader, and 10 booths. Books and materials for the reading laboratory and the special remedial and developmental English classes already have been carefully selected. Our reading consultant in last year's ESEA project will be the instructor for the remedial and developmental reading classes and also the individual in charge of the reading laboratory.

Under this activity our administrative unit will assign one teacher aide to work in the St. Francis De Sales Catholic School during the 1967-68 school year. In addition, an overhead projector, tape recorder, record player, and projection screen will be provided for the school to use on a loan basis.

Every effort will be made to foster integration of staff when employing the teacher aide for this school, and three of the six staff members of this school shall have the opportunity of participating in our inservice training activity in reading.

MUSIC

Our administrative unit believes that music is necessary for the total development of the child. Hence, it includes music instruction in the curriculum of its schools.

Unfortunately, however, band is a course of instruction in which, generally speaking, students have to provide their own instruments.

Because of this fact, economically, educationally, and culturally deprived students at Lumberton High School who are interested in taking band will be unable to do so unless the school is provided with instruments from another source. And there are no local funds available to buy new instruments.

This activity proposes to make band available to economically, educationally and culturally deprived children in order to improve and enrich the educational development of these students.

CLOTHING SERVICE

In most cases inadequately clothed children are embarrassed about their condition and have a tendency to shy away from attending school and school functions. Sickness and poor health may also result from wearing inadequate clothing, causing low educational attainment in the long run.

By this service we propose to provide approximately 350 economically and educationally deprived children with basic outfits (shoes, socks, underclothing, dresses, shirts, coats, and trousers) so that they will not be embarrassed about the clothing they have to wear to school and so that they will be properly protected from the elements.

Our home-school coordinator will be in charge of all phases of this service and will coordinate her activities with those of the Robeson County Welfare Department.

IMPROVING ACADEMIC ACHIEVEMENT THROUGH GOOD NUTRITION

It is a well known fact that undernourished students do not feel like taking full advantage of any educational program, for a sound mind and a sound body go hand in hand.

The objective of this service, therefore, is to provide free lunches for approximately 470 educationally deprived students who come from homes that are financially unable to provide their children with wholesome lunches.

By providing this service our administrative unit believes that these students will feel more like attemping the educational tasks placed before them.

To prepare and serve nutritious lunches for needy children at South Lumberton Elementary School, we are also requesting that we be permitted to purchase cafeteria equipment to add to the worn-out, inadequate, existing equipment in this school.

HEALTH—DENTAL and HEALTH—MEDICAL

Many factors have been associated with educational deprivation. One of these is poor health caused in many cases by a lack of proper dental and medical attention.

The objective of this activity, therefore, is to identify the dental and medical health needs of our economically and educationally deprived students through the services of a full-time school nurse, and then to meet these needs by arranging for professional personnel to provide these students with the following types of services:

- **dental examinations and treatments**
- **eye examinations and glasses**
- **medical examinations and limited treatment**
- **drugs prescribed by physicians**

These health activities will be coordinated with those of the Robeson County Health Department.

LIBRARY SERVICE

Through this activity we hope to improve the library services for educationally deprived children by the use of library aides (one for each eligible school).

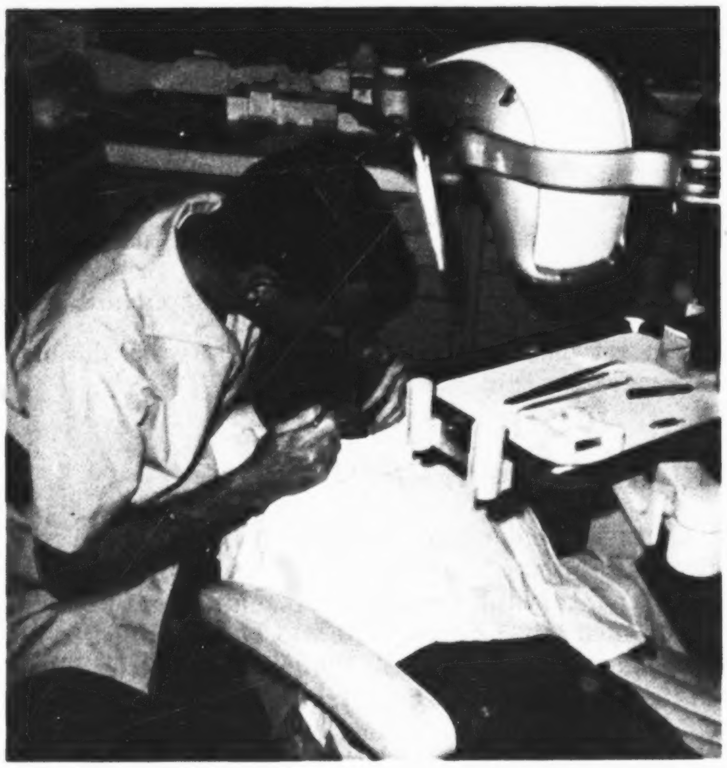
The aides, under the supervision of the librarians, will assist in checking materials in and out; keeping mail records; shelving books and filing magazines; keeping an inventory of materials; preparing order cards and typing orders; and processing books. With this additional assistance, the librarians should be able to give more personal help to students in selecting books and resource materials.

PSYCHOLOGICAL (Includes Testing)

The objective of this activity is to provide an objective evaluation of our ESEA project to note the progress students have made in reading achievement.

To carry out this objective we propose to test first grade students at South Lumberton Elementary School and Rowland-Norment Elementary School in the spring of 1968 with the California Achievement Tests in the area of reading. Third grade students at Janie C. Hargrave School, eighth grade students at Joe P. Moore School, and ninth grade students at Lumberton High School and South Lumberton Junior-Senior High School will be pretested in the fall of 1967 and post-tested in the spring of 1968 with alternate forms of the California Achievement Tests in the area of reading to note the achievement of students in this area.

By testing these grades we shall have a sampling of achievement for the grades in which we have placed additional teachers and teacher aides.



SCHOOL SOCIAL WORK

Through this activity we hope to bring about a better home-school relationship, to promote good school attendance, to find out the needs of the students and parents, and then to assist in meeting these needs through the services of a home-school visitor.

From our last year's project we know that our home-school visitor performed all of the services mentioned above, all of which are important to the educationally deprived child in trying to raise his achievement level.

SPEECH THERAPY

The objective of this activity is to identify the educationally deprived students having speech disorders (articulation, delayed speech, voice, rhythm, cleft palate, cerebral palsy, hard of hearing) and then to provide special instruction from our speech therapist for as many students as possible.

We plan to offer the services of our speech therapist to children in all elementary schools, grades 1-5.

MAXTON CITY BOARD OF EDUCATION

Project No. 68-0072

Title
Improvement of Language Arts

Project Budget
$154,813

Children in Project and Grade Levels
1,054 1-12

ESEA Staff
37 (plus 53 whose salaries are not paid by Title I funds)

ART

This activity will be a part of the program at both the R. B. Dean School and the Maxton Public School. The activity will be more intensified at the R. B. Dean School due to a higher concentration of eligible children.

We hope that through teaching supplies, audiovisual material, miscellaneous supplies for instruction, and the improvement of our staff, we will be able to improve this instructional area to the point where children will learn to appreciate fine art and be more knowledgeable in this area.

Existing ESEA facilities will be used in this activity. Equipment such as overhead projectors and movie projectors will be used to great advantage.

An art teacher will be employed to work during the summer program.

CULTURAL ENRICHMENT

Cultural enrichment will be provided for the children through planned educational trips, through instruction, and through the use of teaching materials.

Planned educational trips will be scheduled to places such as the State Capitol, Planetarium, State Museum, State Fair. Shorter field trips to such places as the county courthouse, factories, and newspaper plants will also be made.

ENGLISH—READING and ENGLISH—SPEECH

This activity will be implemented at the R. B. Dean School and at the Maxton Public School. Existing ESEA equipment will be used. Reading machines will be used when needed to develop word recognition skills and to increase memory span. Other audiovisual aids such as movie projectors, tape recorders, record players, and overhead projectors will be used to help improve listening habits and communication skills.

Nine teacher aides with post high school training are available and will be employed to relieve teachers of many important clerical duties such as typing, duplicating, filing, attendance records; receiving money and other necessary reports; servicing (minor repairs), scheduling, distributing and operating audiovisual equipment; and being familiar with maps, globes, books, and all other materials in the library. Training sessions will be held for aides to learn specific skills which are necessary to perform these nonprofessional duties. Meetings will be held with teachers and supervisory personnel so there will be an understanding of the aides' duties.

All teachers, the speech therapist, the librarian, the guidance counselor and administrative personnel will work cooperatively in improving the reading level of each child.

MUSIC

A music teacher will be employed during the regular school year and during the summer program to work with the children. We hope that through her efforts, musical talents can be uncovered and developed, and an appreciation of music can be developed and widened.

HEALTH—PHYSICAL EDUCATION

A qualified person will coordinate all physical education activities and give recommended tests in gymnastics, body conditioning, exercises, and calisthenics. Audiovisual aids such as movie projectors, overhead projectors, record players, and tape recorders will be used in the instructional program. Films will be shown on health and safety.

We hope that through this project activity, the children will be helped in conditioning their bodies and in realizing the importance of a sound body and sound mind.

CLOTHING SERVICE

We intend for this service to provide clothing for children who are unable to come to school because of inadequate clothing, and to provide these children with the necessary clothing to participate fully in the school program.

FOOD SERVICE

During our regular school year we plan to provide lunches for eligible children at free or reduced costs through a 5¢ supplement for each lunch. During our summer program we plan to provide a free lunch for every participating child. These services will be provided to help correct nutritional deficiencies that affect learning.

GUIDANCE

A guidance counselor will be employed to organize the guidance program and to direct and plan testing programs. This is needed according to test scores and the lack of values and purposes of educationally deprived children. Through guidance and counseling we hope to channel the interests and abilities of deprived children into areas in which they can function much better as adults and offer more to society. Parents will also participate in that they will work cooperatively with the guidance counselor in channeling their children's interests and abilities.

HEALTH—DENTAL and HEALTH—MEDICAL

The health program in this project will be an extension of the present school health program.

A nurse will be employed for the regular school year, and during the summer program, to help check on the health of the children, make appointments with dentists and doctors for health checkups and corrections, and assist with health programs at home and at school. We hope that through dental health the children will be more interested in learning and participating in instructional activities.

We will also have funds available to make health corrections that are necessary and cannot be provided for from other sources.

LIBRARY SERVICE

A librarian will be employed during the regular school year, and during the summer program, to help provide the services that a library has to offer. A library aide will also be employed to assist the librarian in processing books, in developing a deeper appreciation for the many opportunities provided by the library, and in helping to increase the functional usefulness of the library.

It is through improved library service that we hope to provide the children with an ever increasing desire to read and an appreciation of the many opportunities provided by the library.

SPEECH THERAPY

A speech therapist will work with the children who are having serious problems in verbal functioning. Through the therapist's efforts and through the help of instructional supplies, we hope there will be great improvement in the children's verbal ability and social acceptance.

TRANSPORTATION SERVICE

We will furnish transportation for the students, in the summer program, who normally ride school buses.

Approximately 30 educational trips will be scheduled to such places as the State Capitol, Planetarium, State Museum, and State Fair; and shorter field trips to such places as the county courthouse, factories, and newspaper plants. A trip director and four bus drivers will be employed to carry out the summer program. Bus drivers will also be paid for the trips taken during the regular school year.

OTHER—INSERVICE TRAINING

Inservice training programs will be provided for improving techniques of teachers and all other personnel involved with educationally deprived children. Such training will include new instructional media, remedial teaching, and diagnostic techniques.

Title

Developmental Language Arts Program and Job Training Opportunities

Project Budget

$96,172

Children in Project and Grade Levels

771	1-12 and ungraded

ESEA Staff

18½

ART

We plan to hire an art instructor to work half time. She will work with the elementary teachers in coordinating art work with regular classroom activities and will teach art appreciation at the junior high and high school level when this can be correlated with regular classroom work. She will hold workshops for the elementary teachers in order that they can become more proficient in art activities and more creative in their endeavors. The art teacher will be used as a resource person.

CULTURAL ENRICHMENT

This is a broad term and several of our other activities such as art, music, and reading all fit into this, as well as some of our services such as guidance and library.

The activity bus which was purchased by FY 1966 will be used again for field trips by grades. A survey which was made in our first project year showed that 87% of the pupils at Peterson School had never visited a large department store, a zoo, a museum, an airport, or been to a county seat, only 18 miles away. Successful field trips were made in FY 1967 and we plan to continue this project.

Trips will be correlated with subject matter as well as possible, and some field trips will be made for cultural activities such as concerts.

ENGLISH—READING

This project has been designed to improve and bring up to grade level the underachievers in reading. This will be done in small reading classes and through individual instruction.

A remedial reading teacher has been hired, and a laboratory equipped with instructional devices and materials. The pupils will range from grade two through grade eight. Emphasis will be placed on comprehension as well as reading proficiency.

In addition to this activity of remedial reading, more emphasis will be placed on the teaching of reading in the regular classroom. The addition of teacher aides to the staff will enable the classroom teachers to have more time for effective planning and carrying out of plans for the teaching of reading.

MUSIC

We plan to hire a band director and public school music teacher. This activity will help improve the cultural background of pupils, as well as lend impetus to the deprived child's desire to express himself creatively. Public school music will enable the pupils to hear and imitate correct enunciation, learn correct pronunciation from reading, speaking and singing the lyrics. It is hoped that the music and band program may develop interest in music as a vocation.

VOCATIONAL EDUCATION

This project has been designed to overcome the previous (before ESEA) lack of opportunities for training in vocational subjects in Peterson School. It is expected that classes in bricklaying, cement finishing, basic carpentry, and cabinet making will not only meet the needs of many of the pupils to develop a marketable skill, but will also reduce the dropout rate by making their education seem more useful.

OTHER—REDUCTION OF CLASS SIZE

We propose to reduce class size in the primary grades at Peterson School, and in junior high at the Red Springs School.

An extra first grade teacher will be hired so that no first grade at Peterson will have more than 20 pupils. This reduction of class size will enable each teacher to give more attention to each child and should reduce the incidence of failures in the primary grades. This, in turn, should result in the pupils' increased expectation of success in school. An improvement in basic reading skills and language arts skills should result.

OTHER—EMPLOYMENT OF TEACHER AIDES

Eight teacher aides will be employed as follows: five in the primary grades, two in high school, and one in the library. The heaviest concentration of teacher aides is in the primary grades where a ratio of one aide to every two teachers has been established.

Economically deprived children usually start to school with a lack of readiness, and with a great void in learning experiences. In the primary grades the addition of teacher aides to the staff will allow the teacher to place special emphasis on the teaching of language arts and arithmetic. The aides will be able to assist in drilling small groups, in reading and telling stories, and in encouraging the pupils to express themselves in story telling groups.

Aides in primary grades, in addition to above activities, will prepare stencils, help with lunch money, set up audiovisual equipment, assist during library period, and be available for any instructional activity under the direct supervision of the teacher.

The two aides who will work in high school will assist with attendance records, lunch money, do general typing, score objective tests, prepare stencils, and work under the direct supervision of teachers. They will relieve the teachers of many routine duties. This added time for planning and teaching should enable the teachers to give more personal attention to those pupils who are most in need.

ATTENDANCE SERVICE

This service is designed to insure regular attendance of the pupils of Peterson School and to reduce the number of dropouts.

Since irregular attendance interferes with school work and predisposes a child to quit at age 16, it is hoped that this service will substantially reduce the number of dropouts in future years. The attendance counselor will work with parents as well as with the pupils and attempt to find solutions to the problems causing irregular attendance.

CLOTHING SERVICE

This service will be extended only to those children whose need is severe. Essential clothing will be purchased to enable them to attend school regularly. Investigation of the family economic status will be made, and close cooperation with welfare agencies will be maintained.

GUIDANCE

We plan to add a guidance counselor to our staff to work in the target area. We feel that a counselor would do much to raise the educational and occupational aspiration of the economically deprived, to overcome expectation of school failure, to lower the incidence of personality defects, and to decrease the number of dropouts.

The degree of complexity in the world of work has made occupational choice difficult and confusing. The *Dictionary of Occupational Titles* lists more than 30,000 titles from which a prospective worker could make a selection. The guidance counselor is in a position to familiarize the pupils with different occupational fields and to match abilities and interests.

We feel that we will need this guidance person to work particularly with the 195 who transferred from eligible schools to our noneligible school. The largest number of these transfers will be to the junior high.

The guidance counselor can do much to improve the self-concept of these pupils, to make the transfer easier for them, and to help them realize their assets and overcome their liabilities. There is a limited place in the occupational world for persons of little education, and we feel that a guidance counselor is especially needed in our target area.

HEALTH—DENTAL and HEALTH—MEDICAL

These services are designed for the indigent. Subjects will be screened by the school nurse and referred to the proper practitioners for health examinations and corrections. This service provides for diagnostic and professional services to correct dental, hearing, sight, and speech defects. The school nurse of the target area will cooperate with the Robeson County Health Department and the local doctors and dentists in carrying out this service.

LIBRARY SERVICE

Recognizing that teaching and learning depend partly on effective library materials and the effective use of such materials, we plan to hire a full-time librarian for our junior high building.

We are completely desegregating the ninth grade of the Red Springs City Schools, and the pupils from the ninth grade at Peterson (eligible school) will come to Red Springs School. We also have a number of transfers of Indians from eligible schools and most of these will be at the junior high level. This is the first phase of the establishment of a unit-wide junior high. We feel that the services of a librarian are necessary for the success of this plan.

The librarian will maintain and administer the library, help teachers and children select books, raise the level of book selection by the children, encourage reading, promote the reading of papers and periodicals (items which many children never see in their homes), and make effective use of bulletin boards.

She will also order rental films and filmstrips, help with audiovisual equipment, see that audiovisual equipment is in good working order, and look after repairs.

PSYCHOLOGICAL SERVICE (Includes Testing)

This service is provided for children who need psychological services. Children who seem to be disturbed or socially maladjusted will be referred by their teachers to the school nurse. She, in turn, will refer them to the Robeson County Mental Health Clinic where they will be examined by a psychologist and a psychiatrist.

OTHER—WAIVER OF FEES

This service will be extended only to those children who cannot pay their school fees, chiefly in the areas of physical education and band. We require all ninth grade pupils to buy physical education uniforms. We would estimate that the majority of the ninth grade pupils transferring to the noneligible school from the Peterson School will need financial assistance in order that they can participate in these activities. Band fees are charged pupils in order that the school may furnish each participant with music, reeds, oil, etc. Some of the families are financially unable to pay the fees.

ST. PAULS CITY BOARD OF EDUCATION

Project No. 68-0148

Title
Language Arts Improvement Program

Project Budget
$115,805

Children in Project and Grade Levels
974 1-12 and ungraded

ESEA Staff
20 (plus 33 whose salaries are not paid by Title I funds)

CULTURAL ENRICHMENT

Our students are impoverished culturally. They have not been sufficiently exposed to nonpopular music, the performing arts and creative arts. Many students have not visited museums, planetariums, state capitol and other governmental buildings and historical areas within our state. There is a need for increased motivation for visiting museums, listening to a concert, enjoying the theatre, or becoming involved in painting, carving, or band.

This component will provide field trips to cultural centers, historical sites, and business establishments within this area. Trips will be made in support of classroom activities as well as to fill the void of cultural experiences. Also, cultural movies will be provided.

ENGLISH—READING

We propose to design a program for strengthening the reading ability and oral and written communication skills of all elementary students. On the secondary level, remedial instruction in English—reading will be offered as an extension of individual instruction in the elementary grades. We plan to test for reading ability and achievement, group for reading instruction, and provide an atmosphere for success in reading. The goals of our program will be achieved by a reduction of class size, intra-class grouping, the use of varied materials and equipment, and through a variety of teaching methods and procedures. Specifically, materials and equipment such as programmed learning, practice readers, worktexts, games, charts, controlled readers, overhead projectors, filmstrip projectors, audio notebooks, and tape recorders will be employed in teaching methods used for large group instruction, small group instruction, and individual instruction.

MUSIC

The purpose of this activity is to provide general and technical knowledge for the students with the hope of developing an appreciation for all types of music. This activity will be correlated with other phases of the instructional program. We shall employ a music supervisor to provide inservice education for teachers and to assist teachers with music instruction for group and class activities. Various types of music books, instruments, recordings, charts, and other audiovisual materials will serve as aids to the activity. We shall make use of all available community resources for enrichment of this activity such as musical programs and plays.

HEALTH—PHYSICAL EDUCATION

The purpose of this activity is to provide a well rounded program of healthful and wholesome activities for students in grades 1-9. The health—physical education instructor and the classroom teachers, assisted by teacher aides, will organize activities and games designed to meet the physical, educational, and social needs of the students. We shall use all types of indoor and outdoor equipment and facilities for this program. The ESEA nurse, the health—physical education teacher and the classroom teachers will plan jointly for classroom instruction in the health care of the indivdual for grades 1-9. The nurse will assist the health—physical education instructor and the classroom teacher in instruction in certain phases of the health program. We wish to extend this activity through the summer school enrichment program plus after school activities since this is a vital need in our area—organized recreation and supervision.

ATTENDANCE SERVICE

We propose to employ a full-time attendance counselor who will work in cooperation with the Title I school principal, teachers and nurse in checking absentees and dropouts. This counselor will supply information to the school staff concerning the domestic situation of the truant and dropout-prone student. Also a concern of this person will be to establish better school-home and school-community relationships.

CLOTHING SERVICE

This service will provide adequate wearing apparel for all children who cannot otherwise provide for themselves. Eligibility for clothing will be decided on the basis of observation by classroom teachers, principal, attendance counselor, and nurse.

FOOD SERVICE

We propose to provide well-balanced, attractive, free lunches for pupils who cannot otherwise provide for themselves. We propose to employ a qualified food supervisor for the purpose of improving the overall lunch program at the school. This supervisor will improve organization, lunch line and meal manners, attractiveness of meals and lunchroom, nutritional value of meals, and all phases of record keeping such as purchasing, time schedules, evaluation and free lunch program records.

HEALTH—MEDICAL, DENTAL, OPTICAL

We wish to combine these service activities since the nurse employed will be responsible for screening and making the necessary corrections for all services.

We propose to offer health services as a part of our project because many parents are economically unable to care for the health needs of their children in the Title I school. We have found, after examination, that many students capabilities are deficient due to health needs.

We have constructed a well-equipped health clinic for the purpose of record keeping, screening students, and for first aid treatment. We propose to employ an experienced registered nurse, who will work under the supervision of a local medical doctor to make the necessary home visits, screen students for needed corrections, set up appointments, and follow-up with needed health corrections.

LIBRARY SERVICE

We propose to employ experienced library technical clerks to assist the librarians so the certified librarians will be allowed more time to work with students in the selection of books and materials appropriate to their levels, and to teach students how to use the library and its facilities effectively. The librarians will also have more time and help teachers locate and select materials for classroom use.

SCOTLAND COUNTY BOARD OF EDUCATION Project No. 68-0045

Title
The Improvement of Educationally Deprived Children, Grades 1-12

Project Budget
$456,624

Children in Project and Grade Levels
3,253 1-12 and ungraded

ESEA Staff
134 (plus 3 whose salaries are not paid by Title I funds)

BUSINESS EDUCATION

Commercial education teachers at I. Ellis Johnson, Carver, and Shaw High Schools will participate in upgrading this area.

Some additional equipment such as electric typewriters, file cabinets, duplicating machines, mimeoscopes, calculators, desks, stop watches, dictaphones, and copy holders may be purchased.

Related materials such as workbooks, filing kits, transparencies, records, and filmstrips may also be purchased.

Effective use of the equipment will be taught, with emphasis on training for jobs. Field trips to places of business or industry will be encouraged.

CULTURAL ENRICHMENT

All instructional and administrative personnel will be involved in cultural enrichment.

Pictures, paintings, films, filmstrips, recordings, and special art materials will be purchased to supplement those already purchased.

The use of the materials, equipment, and supplies will be correlated with the subject areas.

Transportation will be provided for field trips, attendance at concerts, exhibits, movies, lectures and special programs. Chapel programs within schools may be provided.

Teachers will make careful preparations for the use of the materials and trips, and will utilize many methods to extend the cultural experience of these children.

ENGLISH—READING

All elementary teachers (grades 1-8) and some secondary teachers will be concerned with the teaching of reading skills.

Books, practice readers, skill-builders, programmed instruction booklets, reading machines, reading laboratories, games, flannel boards, duplicator material, flash cards, sentence strips, charts, pictures, readiness material, films, filmstrips, controlled reader, tachistoscopic devices, overhead projectors, opaque projectors, recordings, phonographs and headsets, tapes and tape recorders, transparencies and supplies for teacher-made devices, all may be purchased.

A variety of teaching methods will be used with emphasis on individual and small group instruction.

ENGLISH—SPEECH

All elementary teachers (grades 1-8) and all secondary teachers of English, speech, journalism, and related areas will participate.

Books, tests, films, filmstrips, tapes, recordings, transparencies, earphones, listening stations, record players, readiness material, charts, tape recorders, flash cards, games and other instructional devices will be purchased.

Individual and small group instruction will be possible in smaller classes with teacher aides. The use of varied materials and equipment will help provide motivation. Cultural enrichment activities will be utilized to improve verbal and written communication.

MATHEMATICS

All elementary teachers (in grades 1-8) and secondary teachers of mathematics will be involved in the teaching of modern math concepts. The teaching of these new concepts will require the purchase of varied manipulative devices and audiovisual materials. Methods of teaching will stress the understanding of concepts and the discovery of relationships rather than rote learning.

UNION AND INTERSECTION OF SETS

MUSIC

Classroom teachers will attend music classes and continue to carry on the music program using filmstrips, films, records, music books, autoharps, rhythm band instruments, pictures, and other materials. Some additional materials of this nature may be purchased. Record players may be purchased for one school.

All classroom teachers will correlate music with social studies, language arts, and physical education when possible.

PHYSICAL EDUCATION

One coordinator and four full-time trained physical education specialists will conduct a 30 minute demonstration lesson of physical education one day a week, concentrating on skill development. The classroom teacher will be in attendance. The classroom teacher will then conduct the scheduled 30 minutes of physical education instruction for the other four days, using plans the specialist has left with her in the form of suggested games for follow-up. The obstacle course, balls, ropes, mats, records, and gymnastic equipment will be used to conduct a balanced physical education program. If possible, the equipment, materials, and supplies will be centrally stored and drawn upon by all teachers. Additional equipment, paved play areas, and storage areas are needed.

SCIENCE

Experimentation and the use of the scientific method for problem solving will be stressed. Cultural enrichment activities, as well as materials and equipment, will be used to help motivate children. Science field trips may be taken and some professionals may be engaged to give science lectures and demonstrations.

Needed equipment and materials may be purchased such as bioscopes, micro-projectors, books, microscopes, science kits, transparencies, charts, models, pictures, filmstrips, science magazines, and other instructional devices.

SOCIAL STUDIES

Unit teaching, using the problem-solving approach, will be encouraged at the elementary level. At the secondary level, group techniques will be encouraged. These methods will involve inservice training of teachers, directed research, classroom intervisitations, field trips, the use of resource people, and stimulating classroom environments to enhance good learning situations.

Since the use of much and varied audiovisual equipment and materials can assist in effective learning, additional overhead projectors, tape recorders, record players, movie projectors, dry-mount presses, and machines for the making of transparencies may be purchased. Books for students, professional books, magazines, classroom newspapers, graphic materials and equipment such as globes, maps, models, pictures, transparencies, art supplies, films, filmstrips and other instructional devices may be purchased.

VOCATIONAL and PREVOCATIONAL SERVICES

It is hoped that teachers will vary their methods of instruction to suit the needs of the students in these classes. A decrease in the number of dropouts and an increased interest in vocational classes will help determine the degree of success achieved.

Additional materials and equipment may be purchased for use in the vocational classes. Vocational classes at the three high schools, and prevocational classes at elementary schools, may have need of wheelbarrows, shovels, lumber, plywood, cement mixers, hand tools, cloth, thread, zippers, tape and sewing machines.

OTHER—REDUCTION OF CLASS SIZE/ ADDITIONAL TEACHING STAFF

All schools will receive the services of four additional personnel in physical education. Two general supervisors will work in all schools. Thirteen teachers are being added to reduce class size. A librarian will be added in one school. A unit-wide library assistant, as well as a speech and hearing assistant, will be used for all schools. Additional supervisory personnel may be hired under ESEA in the summer. Twelve teachers will be employed to work in the summer program. More may be added if funds permit.

Good teaching methods will be employed by all members of the staff with emphasis on indivdual and small group instruction. Regular schedules for music and physical education instructors will enable us to have more effective music and physical education programs. The supervisors will be used to help teachers learn to use new materials and equipment, and to contribute to the learning process in any way possible.

OTHER—TEACHER AIDES and OTHER SUBPROFESSIONAL HELP

Twenty-two teacher aides will be employed during the nine month school term. Eight teacher aides will be employed for the summer. Other subprofessional help will be included under services.

These aides will assist teachers and principals in an effort to achieve more individual and small group instruction. Teachers and principals will determine the aides' use of materials and equipment purchased under other instructional areas. Their particular methods of assistance will depend upon their training and the needs of teachers and principals.

ATTENDANCE SERVICE

Attendance will be a primary area of concern to eight social workers, the social service coordinator and all teachers, principals and supervisors in the system.

All services furnished by the social workers will be utilized in an effort to keep children in school unless they are ill. The additional motivation furnished by materials, equipment and supplies under instructional services should help. More individual attention from teachers and aides will be helpful in making the children feel wanted at school.

CLOTHING SERVICE

Eight social workers, a social service coordinator, and a secretary will be working in this area.

Clothing will be provided for children who are unable to attend school because of the lack of suitable clothing.

Purchases will be made from local merchants. Purchases will be made during sales when this is possible. Some sizes and types of apparel will be kept at the social service house for immediate satisfaction of pupil needs. Instruction about the care of clothing will be given.

FOOD SERVICE—LUNCH

A unit-wide supervisor and secretary will be employed in this area. If the additional free lunches warrant more lunchroom equipment, some may be purchased.

HEALTH—DENTAL

Informal surveys by local dentists, and surveys by the public health dentist, indicate a large amount of tooth decay among children in ESEA schools.

For those children who have the greatest need and who cannot get these services any other way, the social service workers will arrange dental services. Toothbrushes may be purchased for some children.

An attempt to follow up the Head Start dental services will be made this year.

Teachers will participate by teaching good dental hygiene and referring children for these services. Preventive measures will be taught.

HEALTH—MEDICAL

Home visits by social workers often reveal indigent children in need of medical attention. If this need cannot be met through another community agency, these children will be referred to a local doctor. His fee, drugs, and any medical supplies will then be paid from ESEA funds.

Some physical examinations will be done upon referral by teachers or principals when medical defects are reported.

Other services offered will be referring the student to the proper community agency or providing transportation to the needed medical facility.

Teachers will help through teaching good health habits and by screening children for health referrals.

LIBRARY SERVICE

Library services will continue to be improved. Additional personnel—such as a librarian and library aides, and a unit-wide library assistant—will be hired. Additional books, materials and furniture may be purchased.

Library aides will assist in all clerical work such as processing books and audiovisual materials, and keeping up-to-date shelf list files. They will assist with the training of student library assistants and will help with bibliographies. Many will help students check out books. Their help will enable the union schools to offer library services to both elementary and high school students simultaneously.

It is hoped better library services will be provided and that there will be a planned program of instruction for every library period because the librarians will be freed from many clerical duties.

SOCIAL SERVICE

Eight social workers, a social service coordinator, and a secretary are employed in this program. A house has been rented for their headquarters. Clothing of various sizes will be kept there. Sewing machines will be available. People seeking services for their children will come there. Some instruction for mothers in the care of clothing, cooking, and general hygiene may be given this year.

Home visits by social workers will be an integral part of the program. An effort will be made to reach each absentee by phone or a visit, and the reason for absence found. When the absence stems from a lack of clothing, medical care, or food, the workers will try to fulfill this need. Some school supplies will be furnished children who are unable to provide for themselves. Home visits may be initiated by teacher referral or a social worker's own cognizance of a situation.

TRANSPORTATION SERVICE

All teachers involved in the ESEA project will be encouraged to use field trips to enrich the curriculum. One activity bus has been purchased. A driver will be hired to take classes on field trips. Activity buses already available at various schools will also be used with the operational expenses paid from ESEA funds. Regular state buses will be used to transport summer school children to and from schools. The drivers of these buses will be paid from ESEA funds. The number of children to be served will determine the number of drivers selected.

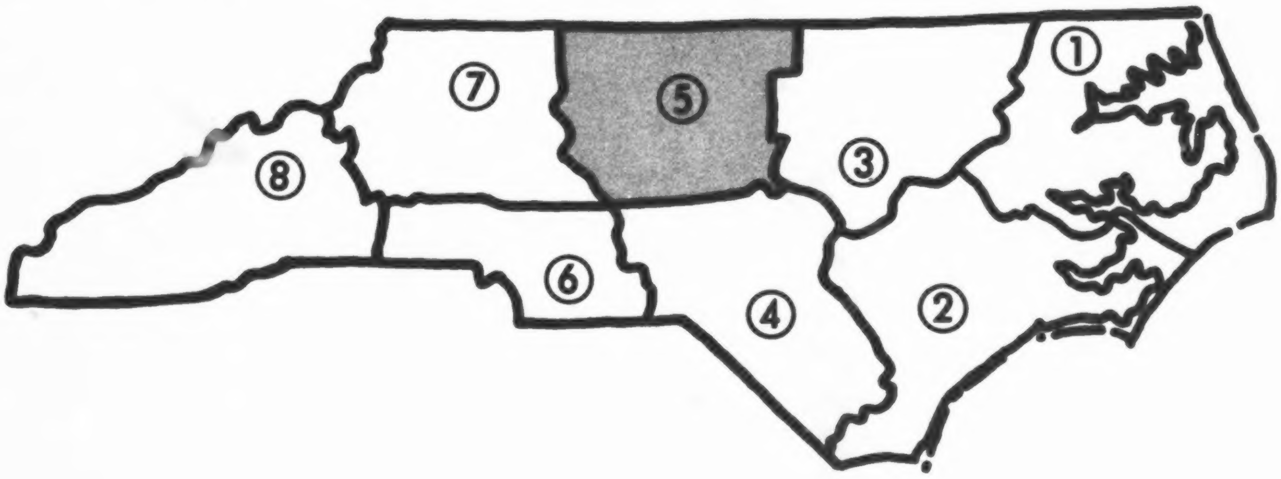
OTHER—WORKSHOPS FOR TEACHERS and TEACHERS' AIDES

All teachers and teachers' aides in grades 1-12 will have an opportunity to participate in a workshop in audiovisual aids. Audiovisual materials and techniques are an integral part of the educative process. Therefore, it is necessary to train teachers in the most effective use of them.

This workshop will be held during the first or second month of school. Films, filmstrips, movie projectors, overhead projectors, transparencies, dry mount presses, tapes, tape recorders, record players, recordings, and graphic materials will be used. Teachers will be involved with learning how to use to the best advantage these materials and equipment. The workshop will involve cooperative planning and financing with the administrative unit and the State Department of Public Instruction.

Later in the school year a workshop in reading will be planned. This workshop will involve all elementary teachers in grades 1-8, and secondary teachers of reading and English.

TITLE I PROJECTS APPROVED FOR 1967-68



FIFTH EDUCATIONAL DISTRICT

ALAMANCE COUNTY BOARD OF EDUCATION
BURLINGTON CITY SCHOOLS
CASWELL COUNTY BOARD OF EDUCATION
CHATHAM COUNTY BOARD OF EDUCATION
DAVIDSON COUNTY BOARD OF EDUCATION
LEXINGTON CITY SCHOOLS
THOMASVILLE CITY SCHOOLS
WINSTON-SALEM/FORSYTH COUNTY SCHOOLS
GUILFORD COUNTY SCHOOLS
GREENSBORO CITY BOARD OF EDUCATION
HIGH POINT CITY BOARD OF EDUCATION
ORANGE COUNTY BOARD OF EDUCATION
CHAPEL HILL CITY BOARD OF EDUCATION
PERSON COUNTY BOARD OF EDUCATION
RANDOLPH COUNTY BOARD OF EDUCATION
ASHEBORO CITY SCHOOLS
ROCKINGHAM COUNTY BOARD OF EDUCATION
LEAKSVILLE TOWNSHIP SCHOOLS
MADISON-MAYODAN CITY ADMINISTRATIVE UNIT
REIDSVILLE CITY SCHOOLS
STOKES COUNTY BOARD OF EDUCATION

ALAMANCE COUNTY BOARD OF EDUCATION — Project No. 68-0135

Title

Improvement of Communication Skills, Reading, and Language Arts, Experiences for Educationally Disadvantaged Children

Project Budget

$210,919

Children in Project and Grade Levels

1,242	1-12

ESEA Staff

46 (plus 13 whose salaries are not paid by Title I funds)

ENGLISH—READING and LANGUAGE ARTS

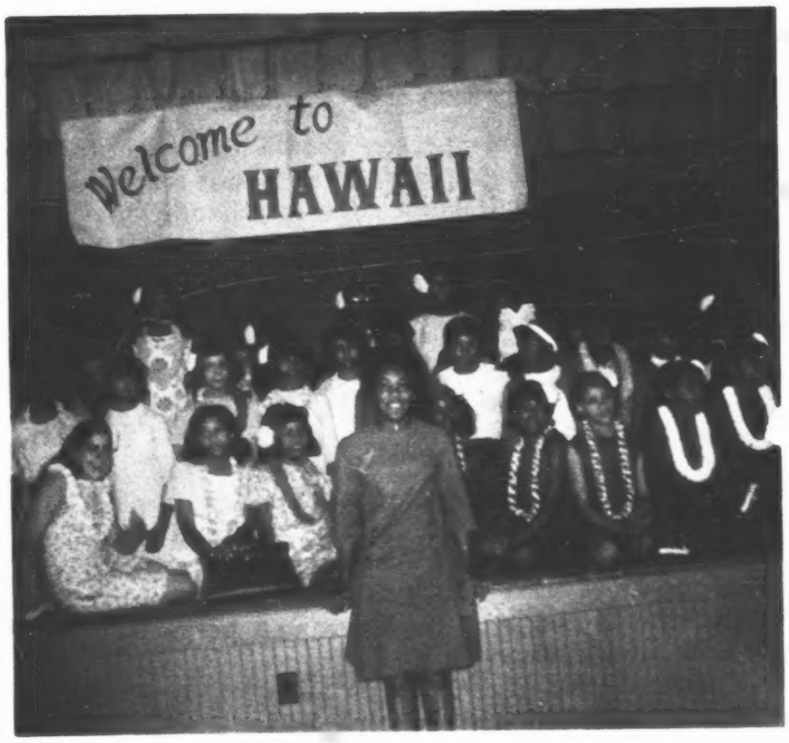
This activity is designed to provide extended and supplemental reading and language arts experiences for the educationally disadvantaged children of Alamance County Schools. It is to be accomplished in the following ways:

- Provision will be made for an adequate amount of instructional materials and equipment of all kinds for immediate and creative use by all students and teachers in the target area schools.
- Emphasis will be placed on encouraging both students and teachers to use all media as sources of information and on making information available from all sources a stimulating and natural student and teacher activity.
- Educational experiences will be made flexible for each student and as challenging as a varied learning environment can be. It aims to involve all students and teachers actively in the learning process. It will encourage the free and uninhibited use of all materials and equipment by every student and teacher.
- Students will be met "where they are" and, according to their specific learning problems and abilities, will be helped to develop basic reading skills and applied techniques. Much of this will be administered within the framework of the regular classroom. This activity will place emphasis upon an increased awareness of the importance of reading, increased desire to learn to read better, and development of specific reading and language arts skills.
- Language arts experiences will be utilized involving oral and written expression such as listening, story telling, dramatizing story plays, choral speaking, field trips and excursions, and reports (oral and written).
- Multiple use will be made of library books, supplementary materials, recordings, films, filmstrips, tapes, transparencies, motion picture projectors, filmstrip and slide projectors, record players, tape recorders, filmstrip viewers, opaque projectors and overhead projectors.
- Experiences will be provided for the enjoyment of literature, music, prose, and poetry; and opportunities for sharing reading experiences with others.
- Instructional aids and supplementary materials will be provided for use in child centered activities. The materials will include language arts kits for developing oral expression, building concepts, and encouraging critical and creative thinking; basic word cards; word study skills; phonetic enrichment materials; and additional enrichment readers.
- Personnel for the successful coordination and implementation of the objectives of the project will include a project director who will be responsible for the supervision of the project in its entirety and a deputy director who will work closely with the director in evaluation procedures and dissemination and utilization of the results of educational research and demonstrations. The deputy director will work with teachers in the target schools to assist them in the selection of effective materials.

The total number of children enrolled in the eligible schools will participate in these activities during the regular school term. Approximately 420 children will participate in the summer program.

OTHER—TEACHER AIDES

Sixteen additional teachers will be employed to work in the target schools to reduce the class size to a ratio of approximately 25 to 1 during the regular term.



Welcome to
HAW

This will alleviate the problem of overcrowding and will allow for more individual instruction.

Seven teacher aides will be employed during the six-weeks summer session to serve 28 teachers, a ratio of 4 to 1.

FOOD, HEALTH—DENTAL, and HEALTH—MEDICAL

Many of the children in the target areas lack educational development and give poor academic performance because of inadequate food, poor health, and poor school attendance. This project will attempt to improve these conditions in the following ways:

- Provisions will be made to give lunches daily to 280 children who have been identified as being educationally deprived because of the lack of sufficient food, or who suffer from malnutrition. This service will be given for 180 days during the regular school term. The 420 children who will attend the summer program will be given lunches for the 30-day term.
- Health and medical services for students with emotional disorders or physical handicaps will be made available where family funds are limited. The Alamance County Health Department and the Alamance County Mental Health Association will cooperate with the staff of this project in screening the children and seeing that corrections are made when necessary.
- Special attention will be given to children who have histories of poor school attendance. The Alamance County school's attendance counselor will work closely with the staff to improve the attendance of these children.

LIBRARY SERVICE

Seven librarians will be employed so that each center for the summer program may render effective library services for the children participating. These librarians will work five hours per day for six weeks.

Children selected for participation in the summer project activities are children who possess average or better than average abilities but who, because of educational and cultural deprivation, are underachievers.

TRANSPORTATION

School bus service will be provided for children who will attend the six weeks summer program. Fourteen buses will be used to transport the estimated 420 pupils to the seven schools participating in the program. Also, each child will be able to make at least one visit or field trip which will not be of more than one day's duration.

The bus drivers will be students who drive buses during the regular school term and will be under the supervision of the staff of this program and the Alamance County transportation supervisor.

OTHER—AUDIOVISUAL SERVICE

Audiovisual service will be provided for personnel in the Title I project and all target schools through an audiovisual coordinator or supervisor.

The basic objectives of this service are:

- To train teachers in the proper and more effective use of audiovisual films, materials, and equipment. This should improve instructional procedures and minimize the damaging of films and filmstrips.
- To distribute films and audiovisual materials more effectively so that we can get maximum circulation and use of our films and materials.
- To keep films and filmstrips, and audiovisual equipment clean, in good repair and in good operational condition.
- To aid the teachers in the selection and use of audiovisual films, filmstrips, materials, etc., that are most suitable or properly coordinated with the basic textbooks.

BURLINGTON CITY SCHOOLS

Project No. 68-0033

Title

Academic Improvements and Cultural Enrichments

Project Budget

$96,774

Children in Project and Grade Levels

733 1-12 and ungraded

ESEA Staff

21

CULTURAL ENRICHMENT

A music teacher is being employed so that all primary children in the eligible elementary schools will receive professional instruction from a music specialist rather than from the classroom teacher. The addition of this person should do much to increase the cultural background of these students.

At the junior and senior high level, additional personnel will be hired to reduce the social studies load and thus allow art to be offered to students at this level. By reducing the social studies load, classes designed to teach cultural background and heritage can be increased.

ENGLISH—READING

Five classroom teachers (one English teacher and four elementary teachers) will be employed to reduce the class size in four schools. This will allow teachers to spend more time with reading problems evident in these schools and thus improve pupil performance in other academic areas.

The equivalent of 4½ teacher aides will be employed to assist teachers in six eligible schools.

The activities of the additional library services and the Instructional Materials Center are closely correlated with the activities involved in improving the reading skills, and thus the academic performance of students in these schools should improve. One additional librarian will be employed four days per week to increase library services in the Glenhope and Glen Raven elementary schools. To enable librarians to spend additional time assisting teachers and students, a librarian and two clerks will be employed to process orders and books centrally, thus freeing school librarians from much clerical detail.

The Instructional Materials Center will be staffed with a director and secretary to improve the selection and utilization of materials. The Instructional Materials Center is jointly financed by the local educational agency and the Elementary and Secondary Education Act, Title I.

GUIDANCE and TESTING

A supervisor of special services will be employed to increase guidance services, to develop special projects such as tutorial programs, and to coordinate psychological services.

CASWELL COUNTY BOARD OF EDUCATION

Project No. 68-0046

Title

To Improve the Communication Skills of Caswell County Children

Project Budget

$341,595

Children in Project and Grade Levels

2,570	1-12

ESEA Staff

63 (plus 11 whose salaries are not paid by Title I funds and 4 unpaid volunteers)

CULTURAL ENRICHMENT

Cultural experiences play an important part in the total development of the child. Accompanied by teachers, teacher aides, and parents, students will take short trips to museums, theaters, public buildings, utilities, community services, and restaurants. Any trip taken, however, will be the result of an established need and a continuation of a part of the total school program. Transportation will be primarily by activity bus.

Experiences will be used as a basis for various language and reading activities. Pupils will plan with teachers for the experiences and will serve on committees to assume needed responsibilities for execution of their plans.

Cultural enrichment will further entail association and appreciation in the school with art, music, and literature. Experiences with these are few in the community, which is lacking in centers and programs of this nature.

An attempt will be made to carry some of these associations to parents at P.T.A. and other group meetings.

ENGLISH—READING

The use of a reading supervisor will provide continuity and interrelation of the total reading program with the other communication skills—speaking, writing, and listening. Teachers will be encouraged and helped to develop classroom programs which initiate concept expression through pupil-teacher interchange.

Skills emphasis will be taken from content of need evidenced by individuals in various phases of the learning process.

From a variety of teaching materials teachers will supplement the basal developmental reading program with those which best seem to fit the needs, interests, achievement level and backgrounds of the children involved. This implies programmed materials, skills building books, a wide variety of supplementary reading matter, and teacher constructed materials of current interest.

Part of the instructional materials have been purchased previously by ESEA funds with the anticipation of purchasing additional instructional materials during FY 1967. The 15 elementary teachers will be involved in an inservice workshop with the reading supervisor and instructional supervisor to develop methods of working with individual and small group instruction for underachievers. Use of programmed materials will be the theme of the workshop, which will include an introduction to new materials which are available. These 15 teachers will sufficiently reduce class size to provide for a more desirable pupil-teacher ratio for classes of underachievers. The reading supervisor will visit schools, individual classes, faculty meetings; and will work with teachers individually and, in some situations, with students as need arises.

A summer school program for the summer of 1968 will be held at four different centers. It will involve approximately 400 underachieving students of normal intelligence.

At the primary level severely deprived children will work in small ungraded groups of 15-18. At the upper grades level teachers will use programmed materials to supplement the basal reading program, thus providing time for more individual teaching.

At the high school level selected pupils will work in a block of time each day and be involved in broadening concepts of reading under the direction of three teachers working in a team situation.

ENGLISH—SPEECH

The improvement of English speech will be interrelated to other communication skills, emphasizing the dependence of one upon the other. Teachers will be encouraged and aided in development of classroom programs with areas of speech patterns in diction, enunciation, emphasis, and expression.

Small group work and individual observation will provide opportunity for adequate diagnosis of needs and subsequent instruction. A study of individual performance and teacher observation will provide clues for individual needs for instruction. Some of the instructional materials have been purchased previously. But funds have been budgeted for some new materials and additional amounts of previously purchased materials which may run short.

The basal reading program will be supplemented with a variety of teaching materials which best seem to fit the needs of the children involved.

The County Speech Therapist will work with individuals or very small groups of students with extreme speech problems. Printed materials and audiovisual materials that lend themselves to speech development will be used extensively.

The salary of the speech therapist will not be paid by Title I. His salary will be paid by the State Nine Months School Fund. The speech therapist will have a dual role in public schools. He will work as a therapist for children with a speech handicap, and will also work with teachers and the instructional supervisor to improve the speech used by educationally deprived students. Methods used will be dictated by local group need.

SOCIAL SCIENCE

The social science content will be used to help provide a tradition and a model which will promote the development of a self-image respected by others and an appreciation of and respect for individual worth. Attempts to raise aspirations and improve attitudes will be made as opportunity is provided for individuals to estabilsh relationships with their heritage and their environments.

The social sciences will provide content, concept, and motivation within a language arts context.

The 15 elementary teachers will work within the framework of a language arts and social studies context. Primary emphasis in social science will be on developing ideas and concepts rather than memorization of isolated facts. Funds have been budgeted for instructional supplies and books that will be beneficial in this area. Social science will be part of the ESEA program in eight elementary schools.

At the two high schools, Bartlett Yancey High School and Caswell County High School, three teachers will work in each school in a language arts-social science block of time. Sixty students will work with three teachers in a three hour block of time. This will allow for individual assistance for these students. For one period during the day all three teachers and 60 students will meet in the library to do work in social science projects as well as share in the exchange of information and material. Funds have been budgeted for instructional supplies and books in social science.

COMMUNICATION—WRITTEN

A program of written communication will be implemented at the high school level. Three teachers working closely with eligible groups of students will introduce typing as a new media of written communication. This different media is intended to provide renewed interest in school work, improve attitudes, promote the development of a motive, self-image, and provide a degree of success for students who have experienced much failure.

The teachers working with eligible groups of students will not be paid by Title I funds. Their salaries will be paid by the State Nine Months School Fund.

This program will be an experiment from the standpoint that no research has been done in this field. This new concept anticipates that an interesting course in typing will stimulate interest in communication skills, particularly written communication.

This is not a vocational trade course preparing students to get a job typing, but is an attempt to reach the potential dropout and the deliquent. Almost all of the students to be involved with this phase of the program have experienced excessive failure in school work. It is hoped that this new media will renew interest in school work to a measured degree. Typewriters will be purchased to teach typing to these students on a regular average of one hour per day, five days per week. Also, these students will have access to these machines during their study periods, before the regular school hours, and at the close of the school day.

All typewriters previously purchased have been placed at the elementary level. This will be the first time we have used Title I funds to purchase any typewriters to be used at the high school level.

CLOTHING SERVICE

Clothing will be provided for these students whose needs are unmet in the home or by other agencies. The cooperative working relationship between the Welfare Department and this agency lends itself to discreet decisions in the area of clothing. The county attendance counselor, welfare social worker, school nurse, classroom teacher, and ESEA director will meet as often as necessary for all decisions to purchase clothing.

FOOD SERVICE

A nutrition coordinator will be employed to supervise the school food services, help screen those needing supplemental services, and direct group and individual conferences with parents on planning and preparing wholesome, inexpensive foods.

As an effort to combat the effect on deprived students of rising food costs, which has resulted in an increased cost for school lunches, reduced cost lunches in the amount of 5¢ to 15¢ are being provided for those students who need this service. Free lunches have tentatively been planned daily for students in schools which qualify. We expect to continue the ESEA breakfast program.

Filmstrips, charts, pamphlets, posters, and games for nutrition education in the classroom have been accumulated and will be used extensively. The nutritionists will work directly with teachers and students in planning for nutrition and health units.

Resources for assisting parents in making better use of money available for food in purchasing and meal planning are being accumulated. Small group classes and individual conferences for achieving this will be planned cóoperatively with principals, teachers, and P.T.A. nutrition committees. Dinner meals in which the entire family will be involved will be anticipated.

The nutritionist will be responsible for organizing and directing twenty student-parent education dinners. There will be two dinners in each of the ten ESEA schools. One dinner will be held in the fall with a follow-up dinner in the spring. A two and one-half hour session of nutrition education is planned for the entire family. This meal will be provided free for all students, with parents paying approximately 35¢ for their meal.

Working very closely with the nutritionist on the dinners will be members of the Caswell County Welfare Department, Caswell County Health Department, ESEA nurse, and county instructional staff. The nutritionist will do thorough advance planning for successful dinners. Emphasis will be placed on giving families an understanding of basic nutrition, ways of budgeting to provide foods to meet each members nutritional needs, and training in the techniques of quality food preparation, conservation, and sanitation.

The nutritionist will be responsible for the nutrition education aspects of both the regular school program and the summer ESEA program. She will assist the local schools in receiving maximum nutritional benefit from funds available for food by planning all menus used in order to provide at least one-third of each day's nutritional need for each child and by developing a system of procurement designed to receive maximum value for each dollar spent on food. Assistance in organization and management of personnel, work schedules, records, and equipment will be directed toward the most efficient use of available labor.

Cafeteria managers will be assisted by the nutritionists in menu planning, and guidance in purchasing and management. This will provide meals in the most economical and sanitary manner. It also will provide the means for developing better food habits and social graces so badly needed by deprived children.

Neither the nutritionists nor the secretary/bookkeeper will work full-time in ESEA schools. There are three nonqualifying schools. Therefore, daily time charts will be maintained in order that ESEA will pay only for the services received in the schools qualifying for ESEA funds.

A warehouseman will be employed to receive food service materials and instructional materials. A panel van truck will be purchased for delivery of materials to the schools. Responsibilities of the warehouseman will be (1) to receive materials ordered by ESEA director, nutritionist, and instructional supervisor, (2) to notify proper persons of receiving materials, and (3) to deliver materials as directed to schools.

GUIDANCE and COUNSELING

We propose the continued employment of a guidance counselor at the secondary level to continue the work and progress made during the past year. This will enable many of our educationally deprived students to avail themselves of this service. It is anticipated that guidance services will help these children with their personal problems as well as advise them in vocational areas.

A guidance aide will be provided to assist the guidance department with record and bookkeeping duties. This will be a 12 month position. During the additional months the aide will compile statistical data, mimeograph forms, and do other clerical duties as needed in guidance.

HEALTH—DENTAL and HEALTH—MEDICAL

A screening by teacher, County Health Department, County school nurse, and the speech and hearing teacher for dental defects and remedial physical defects will be followed by treatment. Where parents or other responsible agencies are unable to finance such needed treatment, it will become an integral part of our program.

Correction of these defects will be done on a contracted basis with dentists and doctors of the student's selection. A schedule for rates as adopted by the County Health Department will be used.

LIBRARY SERVICE

All eight eligible elementary schools will receive library services. One librarian will serve two schools with the larger schools paired with the smaller schools. The larger schools will receive three days of service per week, while the smaller schools will receive only two days of service per week.

A library aide in each of the nine participating schools will provide continuous library service, enabling teachers and pupils to have access to library assistance every day. Under the direction of the librarian, aides will assist with the processing and circulating of various media of instruction and will learn to assist pupils in locating and interpreting information.

A piece of carpet will be purchased for each of the eight elementary schools and the two high schools. Carpet will provide for group story reading as well as give much aesthetic value. The size of carpet will depend on the size of the library. Almost all of the library furniture will be for the library at Caswell County Elementary School. The elementary library is being separated from the high school library. In a union school where there are 260 eligible students out of a total school population of 359, improved library services is imparative. Library books and audiovisual materials will be purchased for all eligible schools where need dictates.

Pupils will be scheduled to use the library individually and in small class-size groups. Instruction will be provided in the use of library resources.

CHATHAM COUNTY BOARD OF EDUCATION

Project No. 68-0057

Title
Improvement of Communication Skills and Reading

Project Budget
$203,681

Children in Project and Grade Levels

1,921	1-12 and ungraded

ESEA Staff
48

ENGLISH—READING

Emphasis will be placed upon improvement of reading interest and skills but all phases of the language arts program will of necessity receive attention. Librarians will be employed to develop and carry out activities designed to improve student reading interest and parental interest. A trained reading specialist has been employed to work directly with students in great need of remedial reading and also to serve as a consultant to other teachers. Special attention will be given pupils who have serious reading difficulties. Teacher aides and library aides will be employed to perform clerical tasks for teachers.

OTHER—EDUCATION OF THE MENTALLY RETARDED

Two classes for mentally retarded will be established in addition to those sponsored by the State. One class will be at the elementary level and one at the high school level in two project schools.

FOOD SERVICE

Project schools will receive financial help for lunchrooms according to the number of students needing free lunches. The teacher and principal will decide upon the most needy students. Allocations will be based on the cost of food served. Verification of need will be secured from the welfare department.

GUIDANCE SERVICE

Two guidance counselors will be employed to work with students in two of the project schools. Special attention will be given to the students who appear to be "dropout" prone, but services will be available to all students. This will permit guidance services for all secondary level students and for some on the elementary level.

HEALTH SERVICE

Attention will be given to the correction of defects directly related to learning and general physical health. The financial circumstances of a child's family will be considered prior to approving money for correction.

LIBRARY SERVICE

Librarians will be provided for Bonlee, Goldston, Chatham High, Horton, Paul Braxton, and J. S. Waters Schools. In addition to regular library duties, the librarians are to develop and carry out an intensive library instructional program for the students.

CHATHAM COUNTY SCHOOL
MEDIA CENTER

This is designed to create an interest in reading and to develop skills in utilizing the library as a learning center. The librarians will serve as resource persons for the teachers and students.

SPEECH THERAPY

A trained speech therapist will be employed to work with students having the most severe speech impairment. The number of students involved will be limited to the number who can be instructed adequately.

DAVIDSON COUNTY BOARD OF EDUCATION

Project No. 68-0027

Title
The Improvement of Reading and Other Communication Skills

Project Budget
$149,066

Children in Project and Grade Levels

973	1-12 and ungraded

ESEA Staff
37 (plus 401 whose salaries are not paid by Title I funds)

ENGLISH—READING

This project activity is directed at providing the foundations for more effective communication through improvement in the instruction of reading and other basic communication skills.

To improve the instruction of reading and other communication skills in the project schools, the unit proposes to:

- Employ 5 reading teachers to work with children having difficulties. Four of these are to work with elementary children and one is to work with students in the high school qualifying to participate under this project. These teachers are to have special training in teaching reading and will utilize the latest and most effective materials and techniques available. Some of the areas of emphasis will be:
  - **To provide reading materials of interest**
  - **To make available enrichment materials**
  - **To help with the transference of reading skills into writing assignments**
  - **To emphasize learning new words and developing skills to do independent study and research**
  - **To help children become familiar with the organization of a dictionary, encyclopedia, atlas, almanac, etc.**
  - **To encourage students to read freely in many areas, so they will develop better attitudes toward reading, and their taste and literary standards will improve**
  - **To teach children to read more rapidly, read critically, investigate and compare, recognize purposes, viewpoints and prejudice of authors, and form their own opinions**
- Place in the schools instructional aids to improve reading and other communication skills.
- Add library books and other printed and edited materials (including audiovisual materials). These will be paid for by Title II, ESEA projects, NDEA projects, and state and local funds, and will be supplemented as needed under this project.
- Conduct inservice training programs which will place emphasis on better teaching techniques through the use of available materials. Approximately 60 teachers will be involved in these inservice training programs.
- Provide consultants on a per diem basis. These consultants will be used in the classrooms, inservice programs, and to help with evaluations.
- Make library services available during the summer months.
- Employ 27 teacher aides in the project schools. These aides will free the teachers of many of the routine clerical duties so that the teachers can do a more effective job in the teaching of reading.
- Employ a person trained in testing and guidance to work with students, teachers, and administrative personnel in the project areas. This person will help with the screening of students' general testing; inservice training; guidance, both personal and vocational, of project area youngsters; identify and work with potential dropouts; and compile data for general project evaluation.
- Make available on a part-time basis the services of a speech teacher. This teacher will work with teachers and other speech teachers in the project areas in determining speech difficulties which would prove detrimental to the learning process.
- Select students to participate in the program ac-

cording to their needs as reflected on preliminary test scores, and by teacher screening and recommendations. Participating students will be selected without regard to race, color, or national origin. It is anticipated that the participants will be from the lower socio-economic houses in the project areas. However, others will be selected should they be educationally deprived.

- Conduct all special reading classes during the regular school day (8:30-3:15) in the project area school. Special summer programs (should additional funds become available) will be conducted during the months of July and August and should be conducted in the project schools.
- Carry out all aspects of this project in desegregated schools, making services available to all students who qualify. There are no segregated schools in Davidson County. It is anticipated that all classes will include youngsters of both races.

The Davidson County Community Agency has been made aware of programs to be conducted under this project. Although health, welfare, and psychological services are not being provided under this project, the Davidson County Health Department, Welfare Department, and Mental Health Clinic have been made aware of its provisions.

OTHER—EDUCATIONAL MEDIA and PRODUCTION CENTER

The Education Media and Production Center, established with funds from Title I (Project 1-0079) to serve schools in the project areas, is to be maintained and expanded. The Center, equipped with modern equipment and materials, has a technician available to assist teachers and students in selecting materials, making slides and transparencies, duplicating tapes, and instructing in the correct way to operate projectors and other equipment.

Library books and other edited and printed materials will be added under Title II, ESEA projects, NDEA projects and with state and local funds. These will be supplemented with Title I, ESEA funds.

Filmstrips, tapes, records, and transparencies, together with equipment to utilize them, will be housed in project schools. Films will be housed in the Media Center for distribution to the schools.

The Media Center is to be open from 8:00-5:00 Monday through Friday and 8:00-12:00 on Saturdays. In addition to this, groups will be able to schedule evening work by making proper arrangements. Personnel at the Media Center will be available to aid teachers in audiovisual production and will be available to help teachers use the materials, equipment, and films in project schools. The Center will be open 12 months a year so that materials and equipment will be available for teacher use on a year-round basis.

FROSTY THE SN
SAYS

Title

To Help Educationally Deprived Pupils Improve in Reading

Project Budget

$89,786

Children in Project and Grade Levels

697 K-8

ESEA Staff

35 (plus 114 whose salaries are not paid by Title I funds)

ENGLISH—READING

This activity is designed to help educationally deprived pupils improve in their ability to read.

Regular Session

The project director will also serve as the reading supervisor.

Five reading teachers will work with third through sixth grade children in groups of 10 to 12 students. Classes will be scheduled throughout the day in a room equipped for special reading instruction.

Classroom teachers will give special attention to the needs of retarded readers by grouping children within the classroom for instruction according to reading level, needs and interests; making a wide variety of reading materials accessible to pupils on their reading level; building a background for reading through the use of films, filmstrips, pictures and recordings; and providing daily instruction in reading.

The following inservice training program will be provided for the reading improvement teachers:

- Meetings and conferences with reading supervisor and director of instruction.
- Visitation and conferences with college consultant.
- Observation in Model School for Developmental Reading Instruction (ESEA III) in Greensboro.
- Work with materials developed by the North Carolina Advancement School and conferences with members of the Advancement School staff.

Summer Session

During the summer session we plan to continue working with approximately 300 students (in grades 1, 2, 3) who show retardation in reading.

We shall group pupils according to level of achievement, interest, and needs.

- Each pupil will receive basic instruction in reading skills for approximately one hour daily.
- Enrichment activities—making use of films, filmstrips, pictures, recordings, and a wide variety of supplementary and library materials—will be offered for approximately 45 minutes daily to each student. This should help to motivate and build background for reading skill.

The project director will serve as the summer school supervisor. Ten primary teachers will be employed for the reading program in three centers. Three principals—one for each summer school center—will supervise the program in each center; carry out library and enrichment activities; and help teachers with audiovisual activities. Teacher aides will be requested from the Neighborhood Youth Corps as part of their work program for economically deprived high school students. Three Youth Corps workers will be employed as custodial and ground attendants at each school. One secretary-bookkeeper will be responsible for secretarial work and fiscal accounting.

A six weeks summer session will begin July 8 and terminate August 16, 1968. Classes will be conducted from 8:00 until 12:00 five mornings each week. Each student will receive two hours of instruction in reading and in making use of basic materials, audiovisual aids, library and supplementary materials. Each teacher will instruct two groups of students.

OTHER—KINDERGARTEN

Two kindergarten classes of approximately 20 students each will be established at South Lexington

Elementary (area of greatest need for special educational assistance).

Activities will be planned in the following areas:

- **Music—singing, listening, rhythms, use of rhythm instruments**
- **Art—use of all suitable media**
- **Health—caring for teeth and hair, cleanliness of body, proper toilet habits, right kinds of food to eat**
- **Safety—in home, school, crossing streets, play**
- **Physical education—participating in various types of games**
- **Listening activities—stories, records, listening to directions**
- **Oral expression—conversations, sharing with group, participating in stories, jingles, poems, dramatizations**
- **Readiness for reading—developing vocabulary, seeing likenesses, differences, shapes, sizes, left to right progression in reading picture stories**
- **Readiness for numbers—count concrete objects, recognize simple numerals, develop a number vocabulary**
- **Acquaintance with children's literature**
- **Learning to live in a social group—good manners, taking turns, sharing materials, helping others**
- **Science readiness—opportunities to observe, to ask why, and to talk about things around them**

Classes in the *regular session* will follow the 1967-1968 calendar designed for all city schools—with students beginning August 30, 1967 and continuing through May 31, 1968. Daily sessions will begin at 8:30 and end at 2:30, the same as for first and second graders. Time will be allowed for sleep, rest, and lunch.

Summer classes for children entering school in the fall will be in operation for six weeks—from 8:00 until 12 each morning, July 8 to August 16, 1968.

ATTENDANCE SERVICE

Two home-school coordinators, paid from ESEA Title I funds, will visit the homes of children in the ESEA Title I project for the following purposes:

- **Check on children who are absent from school and who failed to contact the school and give the reason for the absence**
- **Check on students who have been absent for a period of time to determine what is needed to get the pupil in school (medical services, food, clothing, etc.)**
- **Obtain parental consent and preference of doctor for medical services before children are taken to the doctor**
- **Interpret to parents the goals and purposes of Title I program and stress the importance of regular school attendance**
- **Take eligible students to be fitted for shoes and clothing**
- **Aid in coordinating the work of community agencies in the service areas**

CLOTHING SERVICE

Children will be provided clothing suitable for the weather and in keeping with that worn by other students from families of moderate income. It is anticipated that this service will enable pupils to attend school regularly and make them feel that they are accepted members of the group.

We have an agreement with the Community Action Agency to provide funds for above services as follows:

> **CONDITIONAL STATEMENT:**
>
> **Depending on surplus funds from 1967 summer Head Start Programs-Community Action Agency, and depending on the final Congressional appropriation and Davidson County allotment for Child Development Programs for fiscal 1968, the Community Action Agency will make every effort to provide these services for ESEA, Title I participants—particularly those ESEA, Title I participants who reside in local Community Action Agency target neighborhoods and subject to approval of the Davidson County Community Action Board of Directors.**
>
> **In event this does not materialize, the Community Action Agency will attempt to raise and provide finances from local county resources to provide these services.**

HUMPTY DUMPTY
TTLE BOY
LUE

A small amount is budgeted in ESEA Title I for special services not provided for by the Community Action Agency.

FOOD SERVICE

Free school lunches will be served to children who cannot provide for their lunches. During the regular school session free lunches are served to pupils when necessary. Some children will need help only occasionally. Others will participate throughout the year.

During the six weeks summer session refreshments are served at mid-morning.

HEALTH—DENTAL and HEALTH—MEDICAL

Efforts will be made to provide needed health services to enable pupils to attend school regularly. Students will receive help according to the following criteria:

- **Dental services will be provided for pupils whose families are unable to provide these services**
- **Health examinations and treatment will be provided students who are ill and lack medical services**

LIBRARY SERVICE

Seven secretaries will be employed for part-time help in the library of each project school. (Each school will have a full-time librarian paid from local funds.)

The purpose of the secretaries is to relieve librarians for additional work with educationally deprived children by:

- **Typing book orders**
- **Processing books**
- **Helping with the circulation of books and materials**
- **Shelving books and helping with record keeping in library**
- **Aiding deprived students in locating books, filmstrips, records, etc.**

Students in the ESEA Title I reading project will have an additional period of 30 minutes weekly in the library with the librarian for story hour, dramatizations, reading for pleasure, viewing filmstrips, listening to records, and independent study. These students will go to the library on an individual basis or in small groups.

The library will be kept open from 8:00 a.m. until 4:00 p.m. for use by students and teachers for independent study, locating materials, and recreational reading. The librarian will give special assistance before and after school to students in the ESEA program.

During the summer session the principal in each center will keep the library open and plan enrichment activities for students attending summer classes provided through the ESEA Title I project.

THOMASVILLE CITY SCHOOLS

Project No. 68-0081

Title

Project Upgrade — Reading Program, Language Arts, Business Education, Mathematics, Cultural Enrichment

Project Budget

$90,079

Children in Project and Grade Levels

909 1-12

ESEA Staff

30

BUSINESS EDUCATION

This activity is a continuation of the project begun in 1966-67. In addition to the regular staff, it provides another teacher who will enlarge the scope of teaching and give more individual attention to the educationally deprived. The activity is planned so that children who are potential dropouts will be attracted by the various courses and induced to finish high school. Thus students who are not bound for college may be better prepared to enter the business world.

Some of the special activities included will be to visit a few local business establishments; study purchasing procedures; investigate the various types of savings accounts and interest rates; study budgeting procedures; evaluate local area employment opportunities; teach and discuss manners and procedures in job interviewing; instruct students in use of printing calculator, duplicating machine, tape recorder, adding machine, transcribing and dictating machine, dry photocopier, transparency maker, and electric and manual typewriters. The teacher will use the Norelco trainer laboratory and other materials and equipment purchased in the 1966-67 projects. The total number of "neglected children" participating is estimated to be 33.

CULTURAL ENRICHMENT

The cultural enrichment program of the 1967 summer school offered an innovative type of instruction that was highly appreciated by children of all ages—and by their parents, also. It was surprising to see the response to the courses in art, music, drama, and social behavior. The school administration has long felt that more instruction in music appreciation was needed. The regular curriculum has included very little in art, drama, and creative writing; and nothing (as a course of study) in etiquette, dress, cosmetology, and conduct. Many of the children reveal a feeling of social inadequacy which may ultimately lead to dropping out or failing to master school work.

It is proposed in the summer of 1968 to enlarge the program of the summer of 1967 which included teaching of art, communication skills, music and social graces. For the students who attend in the summer of 1967, it is planned to offer advanced courses built upon the skills already attained. A choral group will be formed. Studies in home life and family living will be offered the advanced group. Other areas in art, speech, and drama will be explored. Communication skills will be stressed. The individual needs of the students who enroll will be a primary factor in determining the courses offered.

Teachers who are qualified, dedicated, and interested in the aims and success of the project will be employed. As in the summer of 1967, the students will be divided into groups by age levels. They will be instructed in the four areas by teachers who will work closely together toward a common goal—the cultural development of the children.

Each group will attend classes in each of the four areas (art, music, social graces, and communication skills) for four days a week. The fifth day (in each of four weeks) will be a field trip, on which teachers and other workers will accompany half of the students to points of historic and cultural interest.

While it cannot at this time be stated definitely, it is planned to conduct two field trips to Charlotte, and two to Winston-Salem. Old Salem, Wake Forest and Salem Colleges, the Governor's School, a dairy, a bakery, the old mint, Queen's College, the Charlotte branch of the University of North Carolina and other points of interest are being considered.

Before each trip, pertinent facts will be taught the children about the places they will visit. A menu will be obtained from the restaurant in which they will eat and a mimeographed copy given each child to scan. They will be taught how to order food, table etiquette and other rules of conduct. When they reach the restaurant a menu offering 2 choices will be given them and all arrangements will have been made by the supervisor for prompt and efficient service.

The field trips in the summer of 1967 were considered to be a most successful means of teaching social behavior. With the experience gained in 1967 as a background, they should be even more successful in 1968.

The total number of "neglected children" will participate in this project—80 in all grades.

ENGLISH—READING

This activity is a continuation of the services in 1966-67. It is a reading program designed to improve reading and other communication skills. It is believed that educationally deprived children's deficiencies in reading may account for many of their difficulties in other subject areas and in eventual dropout tendencies.

The reading program is housed in mobile classrooms at Main Street Junior High School and at Church Street School where specialized materials and equipment purchased through 1966-67 projects are being utilized. The teachers in both classrooms are specially trained and understand the use and operation of the specialized materials, equipment, and objectives of the program. Both are prepared to give individual attention to the educationally deprived children and their particular needs.

The total number of "neglected children" participating is estimated to be 20.

MATHEMATICS

It is not proposed to have a mathematics improvement program during the regular school year.

The summer school of 1967 was considered to be most successful by students, parents, teachers, and administration. But the need for upgrading the students' achievement in mathematics continues. During the summer of 1968 it is proposed to hold a school similar to the one in 1967, featuring individual instruction in mathematics and in cultural enrichment.

The extent of the mathematics program will be to meet the needs of students from grades 3 through 12. Five more autotutors will be purchased and their use extended. A small amount of materials and supplies will be bought and any remaining from the 1967 program will be utilized. An additional elementary teacher will be employed in order to reduce the pupil load and give more individual attention.

With the experience gained in 1967 and plans made in advance so that there will be no delay in receiving equipment, materials and supplies, the program in 1968 should better meet the needs of the educationally deprived.

The total number of "neglected children" expected to participate is 80.

OTHER—REDUCTION OF CLASS SIZE/ ADDITIONAL TEACHING STAFF

Turner Street School is one of Thomasville's newest school buildings. However, due to accelerated desegregation, based on choice of school, the enrollment in this school is expected to drop drastically. In 1966-67 there were six teachers there (one for each grade) with 170 students. In 1967-68 the number of students is not expected to be over 140. This will limit the number of State-allotted teachers to five. Consequently, there will be combined grades in every classroom. It is proposed, therefore, to employ a teacher under Title I this year, and avoid the combined grades. After the building program which is now underway is completed, the entire system's plan of desegregation will in all probability be reconstructed so that this teacher will not be necessary next year.

OTHER—SUBPROFESSIONAL HELP

It is proposed to employ an instructional secretary at Main Street Junior High School, an instructional secretary at Church Street School and a teacher aide-instructional secretary at Turner Street School. Their duties will include any typing needed by the teachers in their class work, preparing transparencies, assembling materials for classroom work, assisting in daily record keeping, and any other educational services requested by the administration or project director. By relieving teachers of various routine duties, the subprofessional help will enable teachers to give the students more individual attention.

GUIDANCE COUNSELOR for NEGLECTED CHILDREN

The most outstanding need of "neglected children" is for assistance in adjusting their emotional and psychological problems and in reaching the proper relationship with the outside world. The officials of the institution, and the superintendent and staff of the Thomasville City Schools, believe that a guidance counselor will fill this need. She will assess the abilities, aptitudes and interests of the children; teach them how to get along better with other people and understand the world in which they live; encourage and aid pupils to correct undesirable habits and to improve present work and study methods; acquaint them with career opportunities and requirements; and assist them in working toward certain goals. It is proposed that a guidance counselor who understands these children be employed to work with them as liaison between the institution in which they live and the four elementary schools they attend in Thomasville.

OTHER—AUDIOVISUAL COORDINATOR

The audiovisual coordinator will provide each eligible school with all the materials and equipment available, as requested by the school, and will render any professional service necessary to assist in the use of such materials and equipment. He will instruct teachers individually (when necessary) in the use and operation of slide projectors, transparency makers, photo copiers, controlled readers, overhead projectors, dry mount press, 16mm projectors, tape recorders, dictating and transcribing machines; and will advise regarding the most effective use of materials as teaching aids. Also he will make minor repairs on audiovisual equipment purchased with Title I project funds.

WINSTON-SALEM/FORSYTH COUNTY SCHOOLS

Project No. 68-0122

Title

A Comprehensive Program of Compensatory Education for Selected Educationally Deprived Children

Project Budget

$758,554

Children in Project and Grade Levels

6,700	1-12

ESEA Staff

96

ART (Development of Perceptual Skills)

The name of this activity is *"Art As A Tool of Compensatory Education."* A description of this particular approach to compensatory education can be found on page 11 of last year's elementary project description. Having experienced favorable results with this approach during school year 1966-67, school officials are enthusiastic about continuing the activity during school year 1967-68. Current plans call for an addition of three art program coordinators in an effort to make this activity available to more first grade children in project schools.

As used in this project, the term "art" has a rather broad application. The term is used to denote a classroom atmosphere characterized by the use of a variety of visual stimuli. Because there is a dearth of such stimuli in the homes of disadvantaged children, the need for such stimuli in schools is paramount.

Educators who espouse the use of this particular approach point out that the use of selected visual stimuli can, and often does, enhance the development of visual awareness and perceptual skills. They further point out that these skills constitute a prerequisite to the development of language skills, an area in which disadvantaged children are invariably deficient. The process of learning, they say, begins with perceptual development and is followed by the development of linguistic skills and conceptual development. As the ability to discern likenesses and differences develops, as categories emerge, as elements of spacial perception become clear, so, too, do conceptual tools for verbal communication begin to appear.

It follows, then, that someone must give meaning to the visual world of the child in such a way as to help him develop concepts which can lead eventually to genuine understanding and expression through both visual and verbal communications. In this project, the art program coordinator will have that responsibility. Her challenge will be to move each child from a rather restricted to an elaborate mode of visualization by giving meaning to the direct experiences of these children.

All art activities will be under the supervision of the local supervisor of art education and implemented by the program coordinators reflected in the project budget. These art program coordinators will have the responsibility of working with first grade teachers in project schools, providing demonstrations for these teachers, and conducting seminars on a regularly scheduled basis.

At Children's Home, planned art instruction will be directed at junior high school children and will take essentially the same form as it takes in the regular program. It is expected that approximately 107 children in this institution will be involved in art activities.

It is anticipated that 36 teachers will be designated to implement this project activity. It should also be noted that these teachers will not receive their salaries from the project budget. They are already employed by the local school system, and participating children at the first grade level will be grouped in such a manner that these teachers will work only with eligible children.

Private school officials have not yet made the decision as to whether their eligible children will participate in this project activity.

CULTURAL ENRICHMENT

The name of this activity is *"Cultural Enrichment,"* a program of cultural arts activities which has been planned in cooperation with the Winston-Salem Arts Council. A similar program was implemented with considerable success during school year 1966-67, and school officials are intent upon providing another such program for the coming school year.

In planning cultural enrichment activities with Arts Council officials, school officials have sought to provide a varied program of fine and performing arts activities, most of which will be scheduled for presentation in the project schools. A limited number of such activities are presented at the Arts Council, and children are transported to that facility.

Among the activities planned for school year 1967-68 are included performances by the Children's Theatre, Winston-Salem Civic Ballet, instrumental groups from the North Carolina School of the Arts, the Winston-Salem State College Band and Chorus, and a special performance of the Nut-Cracker Suite. In addition to these activities, the Little Theatre will likely be involved in providing selected project children in each project school with the opportunity to participate in a dramatic or musical production.

All educationally deprived children in grades 1-6 in each project school will be permitted to participate in cultural enrichment activities. The fact that most cultural enrichment activities involve children in audience situations makes this large involvement possible. The 113 elementary children and 107 secondary children from Children's Home will also be involved in these cultural enrichment activities. These children, by virtue of their designation, are automatically eligible to participate in this activity.

The time schedules for this particular activity is flexible to permit the participation of approximately 40 eligible children from a non-public school located in the project area. Although non-public school officials have not stated whether or not these 40 children will participate in the cultural enrichment activities, school officials assume that they favor such participation; and arrangements for their participation are being made accordingly. An invitation has been extended to the non-public school officials.

ENGLISH—READING

This project activity will involve second and third grade children in ten schools, secondary students in six schools, and students in grades 1-6 in the institutions for neglected children.

The specific name of this project activity is *"Communication Workshop."* Although the development of reading skills is a paramount objective of this project activity, in actual operation the activity will be concerned with other communication skills.

In all project schools, except Children's Home and the secondary schools, arrangements will be made to take these children from their regular classes for one hour each day and assign them to a communications workshop teacher in such a manner that no teacher will have a class load of more than 15 children per period. During the one hour period, children will be under the supervision of teachers who are skilled in remedial reading and other communication skills. Should children need this special attention for the entire year, they will attend these special classes for that period of time. If their deficiency is removed before the end of the school year, then they will be released from this project activity, and other educationally deprived children will replace them.

It should be emphasized that this activity will not be restricted to the improvement of reading skills. In the same manner that will characterize the approach with first grade children, emphasis at this level will be placed upon both tactile and verbal imput.

Both visual and auditory experiences will be provided; and children will have an opportunity to respond to these experiences, thereby improving their verbal skills.

At the six junior-senior high schools where this activity will be conducted, six reading specialists will be employed; and, based upon last year's experience, it is reasonable to assume that these six specialists will work with a total of 500 children.

The six reading specialists, who will be employed for the six junior-senior high schools, received their training at the North Carolina Advancement School and were assigned to these schools to conduct the same activity under the local secondary Title I project during the school year 1966-67.

Like the approach which is used with this activity at the elementary level, the approach at the secondary level will not be restricted to reading alone. The development of other communication skills will be emphasized. Those students whose performance in reading is markedly below local norms will be the focus of attention; and teachers will apply the same principles, approaches, and materials which were used in their training program at the North Carolina Advancement School.

During the school year just past, this project activity capitalized upon individual instruction, homogeneous grouping, and mass teaching. The Better Reader Series, Basic Reading Skills Series, Reading Essentials Series, Dolch Pleasure Series, Building Reading Skills, Reading for a Purpose, Reading for Significance, and SRA materials are examples of materials used in this activity at the junior-senior high school level. The language master, the overhead projector, record player, filmstrip projector, and tape recorder are examples of equipment used in building communication skills at these grade levels.

The director of the division of elementary education has already begun the process of preparing inservice training programs for the staff members who will work in this particular activity. This inservice training will be provided by local school supervisors, as well as by consultants outside this school system. Each of the communications workshop teachers will be involved in the inservice training program.

MATHEMATICS

The name of this activity is *"Elementary Mathematics."* Elementary project children at only one location will be involved in the mathematics activity in this project. These children are the neglected children at one of the local orphanages, Children's Home. It is anticipated that approximately 75 of these children in grades 1-6 will be involved in this activity.

For the most part, the activity will take the form of a remedial mathematics program, with emphasis being placed upon strengthening computational skills. A variety of materials and equipment will be used in this endeavor.

At the secondary level, the mathematics activity will involve approximately 500 children with mathematics deficiencies in six junior-senior high schools. This activity was a part of last year's secondary project, and school officials were pleased with the outcome. For this reason, plans have been made to continue the program through the 1967-68 school year.

The six teachers of remedial mathematics at the secondary level were trained at the North Carolina Advancement School prior to their assignment to the secondary project schools. The objective of their training was to equip them with new techniques and familiarize them with new materials designed specifically for educationally deprived children.

During the past year they have had an opportunity to apply both the techniques and the materials which they learned to apply at the North Carolina Advancement School. Considerable use was made of the problem solving materials at the Advancement School, as well as programmed materials developed by the Advancement School. A variety of instructional tools were used in helping these children to overcome their math deficiences. It is anticipated that the same approaches and materials will be applied during school year 1967-68.

Current plans call for the involvement of all mathematics teachers in this project in regularly scheduled inservice training activities. For the most part, these inservice training sessions will be conducted by local personnel and will be under the direction of the director of secondary education.

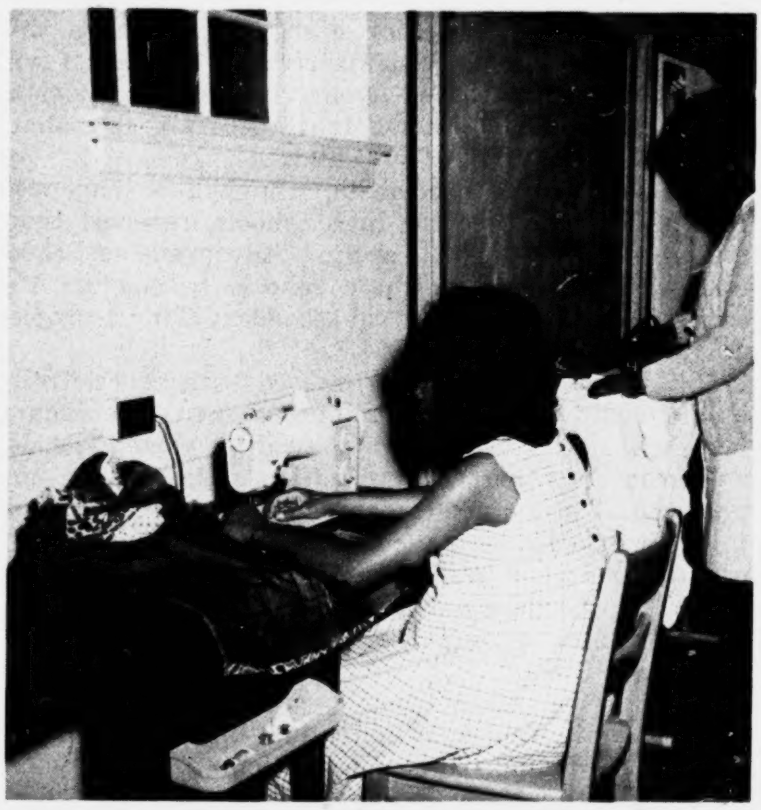
HEALTH—PHYSICAL EDUCATION

The name of this activity is *"Physical Fitness and Recreation"*, an activity which will involve approximately 220 children at a local orphanage, Children's Home. School officials plan to employ two physical education majors from Wake Forest University, and these employees will be utilized as physical education aides. Their chief responsibility will be the direction and supervision of a physical fitness and recreational program which will be conducted after school for three days each week. Among the activities to be included are swimming, tennis, badminton, golf, and parlor games.

OTHER—CONTINUING EDUCATION

The name of this activity is *"Continuing Education."* The phase of the continuing education program which is conducted at North Winston Baptist Church is designed to provide school-age mothers and expectant mothers with the opportunity to pursue their education during the time between the onset of pregnancy and the birth of their children. Under existing school board policy, a girl, upon becoming pregnant, must drop out of school and is not permitted to return until a time agreed upon by her physician, the school principal, and the social worker. In some cases, this means that a girl will be removed from school for as much as 2 years. Dismayed by these circumstances, many girls fail to return to school and are ultimately reflected on the welfare rolls of the Forsyth County Welfare Department.

The continuing education program is designed to provide school-age mothers and expectant mothers with the opportunity to continue their education during this critical period in their lives. During



school year 1966-67, this program was proclaimed as an unqualified success, and the philosophy of the program was broadened to embrace not only academic activities but also activities designed to promote the social rehabilitation of these girls. It is anticipated that the program for school year 1967-68 will be further refined and broadened to include approximately 200 young women. For the most part, the program will serve educationally deprived girls from secondary project schools in the target area, with this group constituting approximately 90% of the enrollment.

Among the activities offered in the continuing education program are included the regular academic program, home economics, counseling, and sex education. Also included is information relating to prenatal care, and child growth and development.

The phase of continuing education which serves educationally deprived children in the Forsyth County Youth Center is known by the same name as the program for school-age mothers. With minor exceptions, this activity serves children from project schools who are being held in the Youth Center pending the disposition of their cases. Most of these children have run afoul of the law and have been remanded to the custody of the Youth Center by the Domestic Relations Court.

This activity of the local project provides a half time teacher whose responsibility lies in providing academic instruction for these children in order that they will not be so far behind when they return to their respective schools. The teacher assigned to the Youth Center has responsibility for only academic instruction. It is anticipated that at least 75 children will be served during the year.

CLOTHING SERVICE

The money set aside for clothing service will be expended only on economically deprived children whose rate of absenteeism is excessive because they do not have proper clothing for school wear. Before any funds are expended for clothing, a social worker will verify each child's need.

FOOD SERVICE

The name of this activity is *"Food Service Program."* The provision of food service for economically deprived and malnourished children will follow the same plan which was followed last year. Specifically, a free breakfast will be served to eligible project children who are failing to receive proper nutrition in their homes. Based upon the experience of last year's free breakfast program, it is anticipated that not all economically deprived children will avail themselves of this service. There is no doubt, however, that many of them will participate in the free breakfast program.

GUIDANCE

The name of this activity is *"Counseling,"* and the activity will be restricted to girls in the Continuing Education Center. On the basis of past experience, school officials believe that the counseling service, which is provided by the Associated Family-Child Service Agency, better enables these young women to accept and understand their dilemma.

HEALTH—DENTAL and HEALTH—MEDICAL

The name of this activity is "*Dental Services,*" and "*Medical Services.*" These services will be provided for economically deprived children whose dental and medical problems are contributing to excessive absenteeism. Funds for dental and medical service will be expended judiciously, with social workers verifying the need and eligibility of each child for this service. The service will not be provided for children whose families fail to meet the low income level and for children who are entitled to such service under other programs.

SCHOOL SOCIAL WORK

The name of this activity is "*Social Service,*" and this service will be provided in elementary and secondary project schools and in the Continuing Education Center. Not all eligible children will receive this service. Guided by the experience of last year's social service activity, school officials plan to give each social worker a case load of no more than 60 children at one time.

The service itself consists of home visitations and counseling with children. At the junior-senior high school level, more emphasis is placed upon counseling, both group and individual, than upon home visitations. The home visitation, however, is nevertheless an important tool of a social worker at the senior high school level. The responsibilities of the social workers can be summed up in the terms "liaison" and "counseling." This definition also applies to social work activities in the continuing education program, where one social worker will be assigned.

Special arrangements will be made to provide space in the six junior-senior project schools for the social workers in the secondary division. This space will be sufficiently large to permit individual counseling. The elementary project social workers will be housed in the Central Administrative Office of the Winston-Salem/Forsyth County Schools; and the one social worker assigned to the Continuing Education Center will be based at that center.

Arrangements will be made with non-public school officials to involve elementary children in one elementary non-public school in social work activities.

Based upon last year's experience, there is evidence that a large number of parents will be involved in social work activities. This involvement will come about as a result of the numerous home visitations by project social workers. Because this social work activity is concerned with family life education, numerous parents will be involved in this particular activity.

All social workers employed under this project will be involved in regularly scheduled inservice training sessions, which will be coordinated by the coordinator of social work. This man will have responsibility for all social work activities at both the elementary and secondary levels.

TRANSPORTATION

The name of this activity is "*Transportation Services to Support Cultural Enrichment Activities.*"

Limited funds will be set aside to provide transportation for purposes of field trips. Although most cultural enrichment activities will be presented to children in the auditoriums of the project schools, a limited number of performances will be presented at another location to which children will be transported.

Some transportation services will also be provided for eligible girls in the Continuing Education Center. Among the approximately 200 girls anticipated for enrollment, a limited number will receive transportation services. School officials will simply purchase a block of tickets from a commercial transportation firm and provide eligible girls with these tickets.

OTHER—TUTORING

The name of this activity is "*Tutoring.*" This tutorial service will emphasize the improvement of reading skills, but it will not be restricted to the area of reading. Current plans call for the employment of two tutors who will provide this service two nights per week and on Saturday mornings. Tutorial sessions will last for two hours during each of the two evenings and four hours on Saturday mornings. It is anticipated that tutors who have been trained in connection with another Title I project will be utilized to provide this service.

This project activity will be located at Memorial Industrial School, a local orphanage. Although these neglected children attend local public schools off the campus of their institution, this project activity will be provided on the campus of the institution. Approximately 50 children, grades 1-12, will be involved.

Title
Improvement of Basic Skills in Educationally Deprived Children

Project Budget
$228,962

Children in Project and Grade Levels
1,702 K-12 and ungraded

ESEA Staff
48 (plus 686 whose salaries are not paid by Title I funds and 34 unpaid volunteers)

OTHER—KINDERGARTEN

We plan to operate the kindergarten in the Florence School. This school has the second highest percentage of students eligible for the program. It is also situated near the Jamestown Elementary School that now has a large number of students who qualify for the program due to reassignment from schools having large numbers of these students. Florence being one of the schools from which the transfers came. The transferring "out" of these students has left several classrooms available that can be used for the program.

The school is located just outside of Jamestown, between the predominately white and Negro communities. It is located on one of the main roads tying the school district together. The buildings are modern and well kept, with one of the better cafeteria facilities in the county located there. The grounds are spacious and well kept and are well suited for a fenced-in area to accommodate the students and play facilities.

The local educational agency will adapt the facilities for the use of such a program at local cost. It promises to maintain the facilities, furnish heat, lights, water, and supervision along with the portions of the building being used for the regular school program.

We believe this is an opportunity to render a service to the deprived students in line with the objectives of the project; to improve academic performance of the deprived; and to bring this school facility into future use by both racial groups.

OTHER—TEACHER AIDES

This service has been a part of our project since its inception and has contributed to its aims and objectives. We are having to cut this service by seven aides due to the cut in our allocation of funds.

We would like to hire teachers to cut down the teacher-pupil ratio. Since it is an impossibility to hire enough teachers to fill the regular classrooms, it will be impossible to consider this proposal. Thirty persons are to be hired to do nonteaching tasks so that teachers can spend more time helping the educationally deprived in an individual manner. All but two of the above mentioned persons will be concentrated in the project elementary schools. Two teacher aides will be assigned to mathematics laboratories at two junior high schools which were originated under ESEA in the 66-67 project and deal only with the economically deprived students who are deficient in mathematics. The Department of Public Instruction mathematics supervisor, has indicated that this project offers enough potential to continue the activity.

The teacher aides who will be hired in this program will, for the most part, have some college work. Many of them are working toward a degree. Some already have degrees. From our last two years' experience, we know that our teachers and principals have learned how to use the services of these people, and we have positive evidence that their services have resulted in more individualized instruction.

HOME-SCHOOL COUNSELOR COORDINATORS

This service has been a part of our project since its inception and has greatly contributed to its aims and objectives. We have had to cut services here by two persons due to the cut in our allocation of funds.

Twelve persons with professional degrees and teaching experience will be hired to work with educationally deprived children by endeavoring to diagnose student problems through observations, meetings with teachers and principals, and home visits. The primary purpose is to help the child and his parents achieve a positive self-image and positive attitudes in solving educational problems.

One of these coordinators will be assigned to the counseling staff of the Northeast Junior High School and the Northeast Senior High School where consolidation has recently taken place on the junior high level and a large group of eligible children have been concentrated. (The schools are heavily integrated as a result of the discontinuance of two secondary units of predominantly Negro schools.) This person is already acquainted with a large number of the students. It is felt that they need someone to whom they can relate.

The other eleven positions will be assigned geographically on a district basis so that they will be able to serve all schools of the project area and schools to which eligible children have transferred. They will only be dealing directly with the economically deprived families.

Continuous inservice training is provided on a monthly basis to help these persons relate to the parents and children. They are all upgrading their certificates, and some of them qualify for counseling certificates.

FOOD SERVICE

In order to go beyond the existing free lunch program, the $15,000 in the budget will offer an extension of the free lunch program so that all children may have the advantage of better nutrition.

GUIDANCE and TESTING

In order that the effectiveness of the project may be determined, it will be necessary to test students with a standardized instrument. Standardized achievement tests will, therefore, be used for this purpose. These tests will be administered to students in the project schools at grade levels not normally tested by the local educational agency's regular testing program. There will also be other instruments used to measure progress of the students in areas other than academic achievement. These will not be as objective in nature as the standardized test. They will consist of rating scales, attitude scale, and judgment ratings.

It will be necessary to employ, on a part-time basis, assistance in coordinating and administering the evaluative program.

Since scoring tests is so time consuming for teachers, tests administered to students above the fourth grade will be machine scored at the price paid by the local educational agency for the same services. It will be necessary to employ part-time hand scoring services for the tests administered to primary students. This service will be purchased on an hourly basis at the going rate for such services.

HEALTH SERVICE

Due to the cut in our allotment of funds, and to the recent initiation of activities and services under a $1,750,000 grant to the Guilford County Public Health Department for work with children and youth, we felt that we could curtail some of our health services. These would constitute a duplication of services. We propose the hiring of one nurse, instead of two, who will serve as a resource person in helping teachers screen youngsters more effectively, and who will cooperate with the regular school nurses in referral of students to the child and youth project clinics.

OTHER—INSERVICE TRAINING

The home-school counselors will hold monthly inservice meetings. In some of these meetings they will have consultants coming in to work with them.

There will be two meetings of the teacher aides for the purpose of improving their services to the program. A consultant will be brought in for these meetings.

Inservice workshops for teachers who are teaching many of the project students will be held for the purpose of helping them to a better understanding of the problems these students have in securing an education. Consultants will also be brought in to serve in the workshops.

GREENSBORO CITY BOARD OF EDUCATION

Project No. 68-0123

Title

A Comprehensive Program of Support for Educationally Deprived Children and Youth

Project Budget

$314,839

Children in Project and Grade Levels

2,322 1-12 and ungraded

ESEA Staff

40 (plus 17 unpaid volunteers)

CULTURAL ENRICHMENT

This activity will provide opportunities for students to benefit from Pixie Playhouse, University of North Carolina Theatre, and Little Theatre productions which will be presented during the year. Transportation and admissions will be underwritten from Title I funds.

ENGLISH—READING

This activity will provide instruction by two reading teachers for pupils having reading difficulties at two schools. The teachers will work with developmental and remedial reading programs. Class size will be controlled so as to capitalize on small group and individual techniques.

MUSIC

This activity will afford an opportunity for eligible children to participate in an instrumental music project. Woodwinds, brass, strings, and percussion instruments will be used.

The opportunity will be made available to all eligible pupils in attendance at the participating schools and eligible private school pupils residing in the attendance areas served by these schools. Priority will be given to those eligible pupils who demonstrate both interest and aptitude in learning to play a musical instrument.

While this activity is being continued from the previous year, the prime modification lies in the addition of one itinerant instrumental music teacher and the initiation of beginning band programs at two schools not previously included in this phase of the activity.

OTHER—TEACHER AIDES and OTHER SUBPROFESSIONAL HELP

This activity will employ 16 teacher aides to be placed in six selected schools. It will provide assistance to teachers, librarians, and a physical therapist. These will free them from the many nonprofessional, yet supporting functions which they are required to discharge.

OTHER—SPECIAL EDUCATION FOR THE HANDICAPPED (not included in Speech Therapy)

This activity will provide special help for pupils with minor emotional disturbances. There will be two classes of 10 pupils each. Two teachers, two aides, and a psychologist will coordinate their efforts to improve each child's social adjustment to the point that regular classroom participation will be facilitated.

Participants in this activity must be in elementary school and between the ages of 6 and 14. They must exhibit adjustment problems which negate the possibility of normal classroom participation. Referrals will be made by teachers and/or counselors to the psychologist who will determine, after thorough psychological testing and evaluation, whether or not the child will become a candidate.

FOOD SERVICE

This activity will provide lunches for eligible pupils who exhibit a need for them.

Priority will be given to pupils who are educationally deprived and whose family income is less than $2,000 annually. Also included will be pupils whose annual family income may exceed $2,000, but whose educational deprivation can be attributed, in part, to a lack of food.

GUIDANCE and COUNSELING

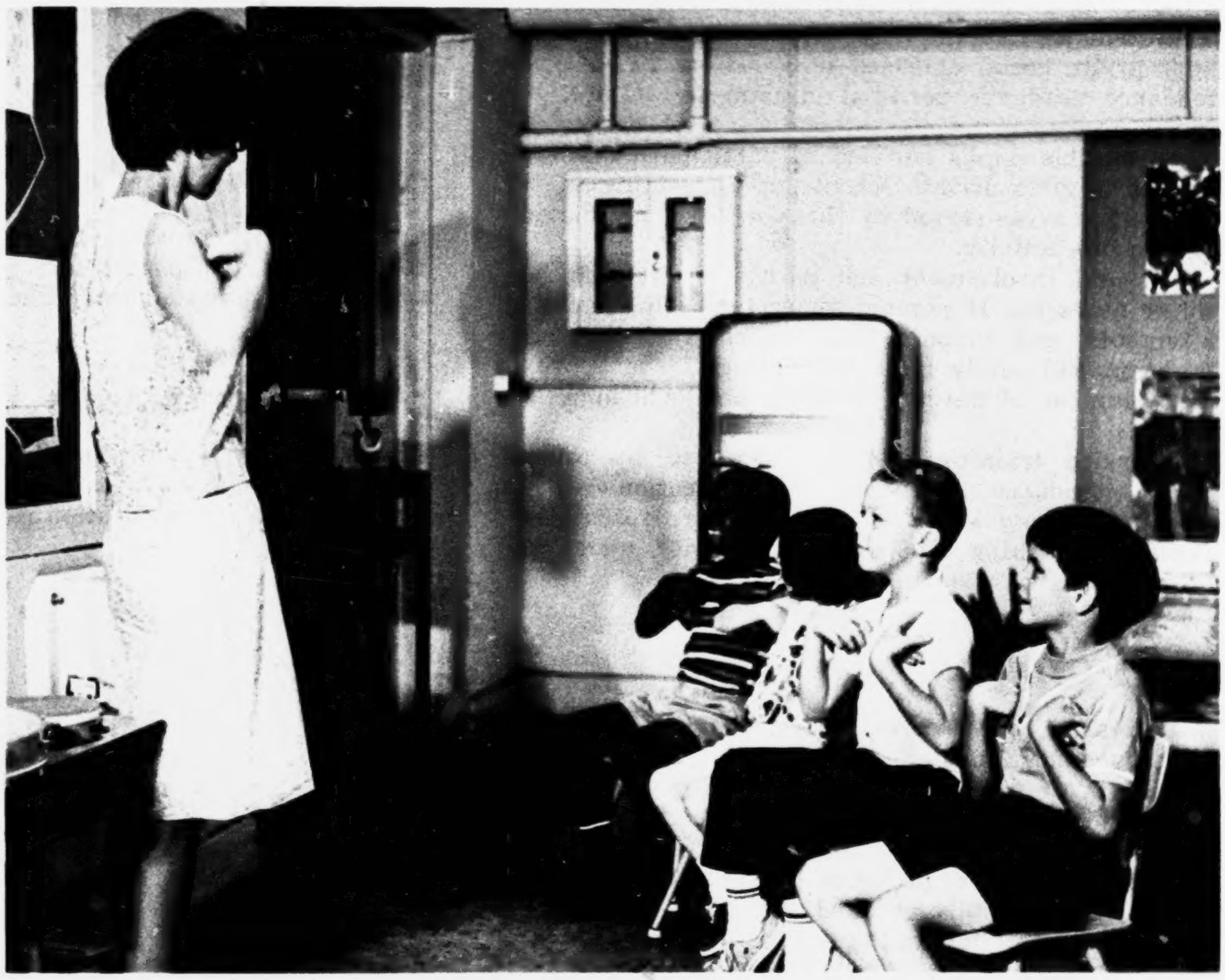
This activity will employ six elementary counselors who will develop guidance programs for the participating school to which they will be assigned.

The service will be available to all eligible pupils in attendance at the participating schools, as well as eligible private elementary school pupils residing in the attendance area served by these schools.

Inservice training for the six staff members and five visiting teachers will be conducted by this system's director of guidance services.

HEALTH—MEDICAL

This activity will employ a physical therapist and an aide to work with crippled children at the Cerebral



Palsy School. It will also employ two public health nurses to provide more in-depth health services for eligible children. These nurses will be under the supervision and direction of the Guilford County Health Department.

All eligible children enrolled in public and private schools, and residing in the project area, may participate in this activity.

PSYCHOLOGICAL SERVICE

This activity affords psychological services for determining mental illness or mental retardation and emotional and/or social maladjustment among eligible pupils. It also provides family consultation service and consultation service for teachers.

All eligible pupils enrolled in public and private schools, and residing in the project area, may participate in this activity.

Parents will participate in the family consultation afforded by this activity. The number to participate will be determined by the number of cases or referrals handled by the psychologist. (An approximate number would be 100.)

SCHOOL SOCIAL WORK

This activity will employ five visiting teachers to promote and maintain good home-school relations. They will also serve to coordinate the efforts of all appropriate social agencies in an effort to solve attendance, academic, personal adjustment, welfare, and health problems.

All eligible pupils enrolled in participating schools and all eligible private school pupils residing in the attendance areas served by these schools may participate in this activity.

Parental involvement and participation is an absolute necessity. If parents understand what is being attempted, and support these efforts faithfully, the program will surely meet with success. The approximate number of parents to participate will approach 900.

Inservice training will be conducted by central office attendance counselors in conjunction with a Guilford County Welfare Department representative. Inservice training will also be provided under the project activity, *guidance* and *counseling.*

TRANSPORTATION

This activity will provide transportation for field trips to educational and cultural centers of interest located in or near the city. Also transportation will be provided for pupils attending the special classes for children with minor emotional disturbances or social maladjustment problems.

All eligible pupils enrolled in public and private schools, and residing in the project area, may participate in this activity.

OTHER—INSERVICE TRAINING FOR STAFF PERSONNEL

This activity will provide inservice training for six elementary guidance counselors, five visiting teachers, 16 teacher aides, two teachers for the emotionally disturbed, and one itinerant music teacher. This training will be conducted by appropriate personnel presently employed by the school system, as well as by outside consultants.

OTHER—ADMINISTRATION

This activity will provide for administration and coordination of all activities conducted under this project. The prime objective of the activity is to provide administrative assistance and support to all other existing activities and to perform all administrative functions pertaining to Title I, ESEA.

OTHER—TEST ADMINISTRATION and EVALUATION

This activity will provide a test administrator and testing which will provide information on individuals which may not otherwise be available or obtainable. This activity will also make provision for a scientific evaluation of the overall project.

It is proposed that an agency outside of the system appraise the techniques and methods used in this activity for project evaluation.

OTHER—OPERATION OF PLANT

This activity provides for heat, lights, telephones, repairs, and upkeep necessary to the operation of the activities proposed for this project.

OTHER—FIXED CHARGES

This activity provides for the payment to the proper agencies of such costs as retirement, social security, and workman's compensation contributions.

HIGH POINT CITY BOARD OF EDUCATION

Project No. 68-0161

Title

A Compensatory Program for Economically and Educationally Deprived Children

Project Budget

$162,762

Children in Project and Grade Levels

1,249 K-12 and ungraded

ESEA Staff

79

CULTURAL ENRICHMENT—PRESCHOOL

This program is designed to improve the general readiness of prefirst grade, culturally deprived children. The program provides experiences that will aid these children in their transition from home to a school environment. Emphasis will be placed on language development, improved emotional stability and social growth, and an increased awareness of the community—its culture and resources. Approximately 260 pupils, 14 professional teachers, 14 teacher aides, 4 principals, and 4 clerical assistants will be involved in the program.

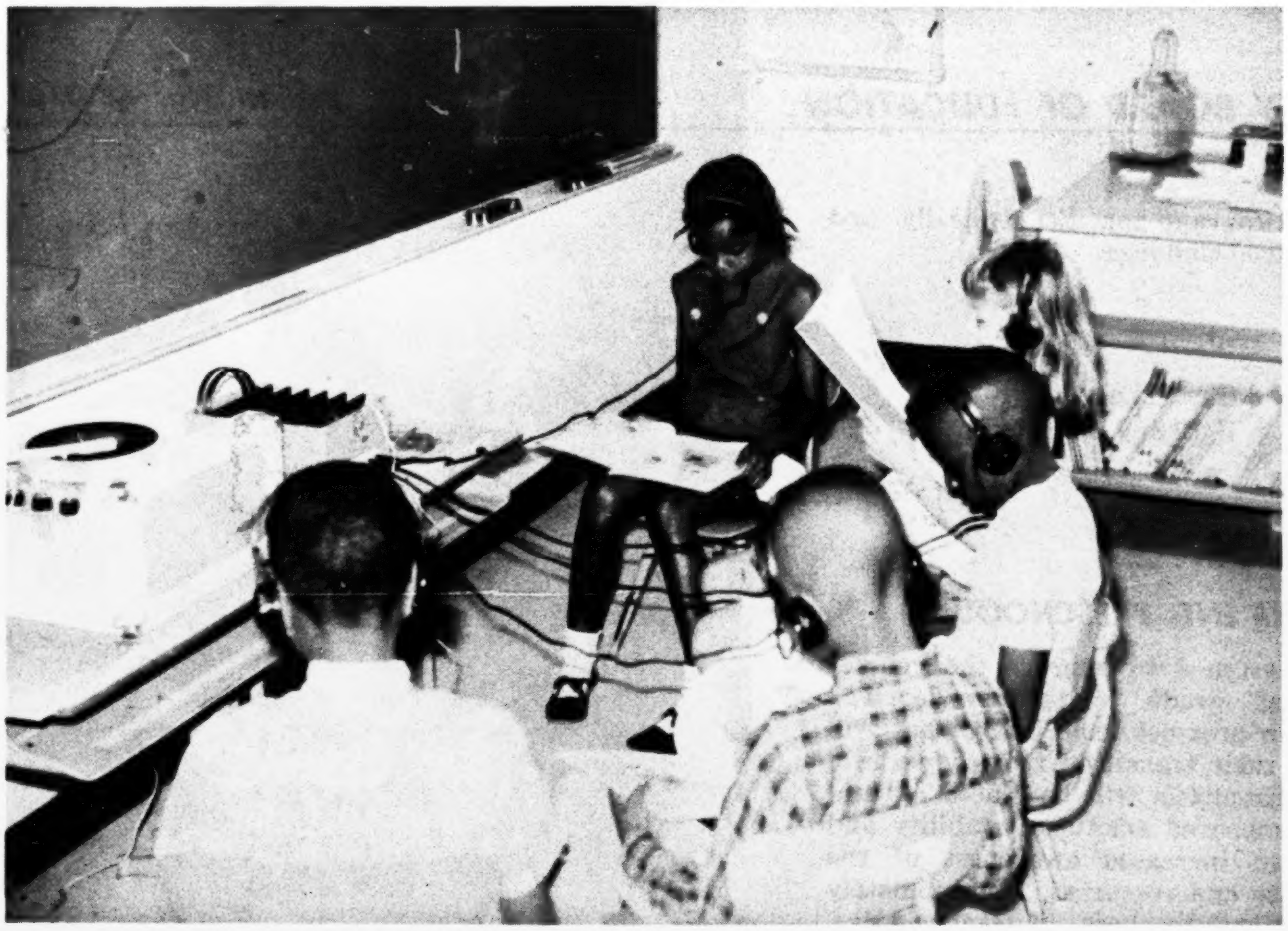
The children to participate in the preschool cultural enrichment activities will be those identified by professional personnel as needing additional educational opportunities beyond what is provided by the usual school program.

Preschool cultural enrichment activities are expected to begin on or about June 10, 1968 and end on July 23, 1968, a total of 30 days, holidays excluded. The pupils will participate Mondays through Fridays from 8:30 a.m. to 12:30 p.m. daily. The programs will be held in 4 elementary schools commonly identified as white schools. The racial composition is expected to be about 60 percent white and 40 percent Negro. It is feared that a number of children who need the readiness activities will not participate because they lack transportation and the project funds are not sufficient to provide transportation. Parents are expected to be involved through group meetings, special conferences, and home visitations by staff members. Approximately 150 parents are expected to participate through the above arrangements. Inservice training activities will be planned for the 14 professional teachers and the 14 teacher aides.

ENGLISH—READING

The activity to be conducted under this heading is a summer reading program of a corrective type designed to help eligible, educationally deprived children in the elementary grades improve their basic reading skills. In addition to the corrective reading activities, the program will place emphasis on the development of a common experience background in the pupils by providing field trips, educational films, personal contacts, and a variety of reading options as a basis for oral activities. Special attention will also be given to the development of positive attitudes toward school and the improvement of expectations of success in school on the part of the children. Approximately 340 eligible children are expected to take part in the program. Twenty professional teachers, 10 teacher aides, clerical assistants, librarians, and other school personnel will be employed to administer the program.

The summer reading program is expected to begin on or about June 10 and end on July 23, 1968. The pupils will participate for about 4 hours per day for the 30 day period. The reading program will be held in 5 schools commonly identified as white schools and the racial composition of the pupils and staff members is expected to be 60 percent white and 40 percent Negro. Probably a number of children who need reading improvement activities will be unable to attend because of lack of transportation. Parents are expected to be involved through group meetings, special conferences, and home visitations on the part of staff members. Approximately 100 parents are expected to be involved through the above arrangements. Inservice training activities for staff members will be conducted by local professional staff personnel. Consultants available from nearby colleges will be utilized.



OTHER—SPECIAL EDUCATION

The funds proposed for special education activities will be used to assist existing programs with the purchase of certain functional basic materials in reading, and manipulative instructional materials in arithmetic, and to help provide for inservice training for special education teachers. Many of the special education children qualify for free lunches and welfare services.

The children to participate in the proposed special education activities will be those educationally deprived children already identified and placed in trainable and educable programs.

The special education activities are expected to begin as soon as the project is approved. The pupils will participate in accordance with the schedule of the regular school year. The project is expected to end on May 29, 1968. Special education classes will be held in 9 schools and approximately 212 pupils will be directly involved in the program. Parents are expected to be involved through group meetings, special conferences, and home visitations by staff members. Approximately 60 parents are expected to participate through the above arrangements. Inservice training activities will be planned for 14 special education teachers. Many of the special education classes are racially integrated.

OTHER—TEACHER AIDES

The proposed teacher aide activities are designed to provide nonprofessional assistance to teachers in order that they will be able to spend more of their time teaching and less time on housekeeping and administrative chores. The funds sought for these activities will be used to employ at least 11 teacher aides during the regular school year and to fill 17 aide positions during the summer program. The teacher aides will have nonteaching duties such as checking attendance, serving as monitors for groups of pupils, preparing the rooms for instruction, operating audiovisual equipment, and assisting the teacher with other activities of a nonteaching nature.

The teacher aide activities to be in operation during the regular school year are expected to begin as soon as the project is approved and will terminate at the end of the 1968 school year. Aide services during this time are to be used to increase the staff ratio on grade levels in the project schools where the greatest amount of individualization is needed. This will provide the necessary follow-through on the children who participated in the past summer activities. It is expected that the aide service will provide the teachers with additional time to maintain and increase the skills gained by the pupils during the summer. The program is expected to operate where needed in the 11 project schools.

The summer phase of the teacher aide program will begin with the summer session on or about June 10 and end on July 23, 1968. Teacher aides are expected to be employed in the 5 schools in which summer activities will be located. Inservice activities will be a part of the aide program. These activities will be conducted by local staff personnel. The teacher aide program is expected to be composed of racially integrated personnel.

FOOD SERVICE

Funds sought by the project for food service will be used to provide free and reduced-cost meals for needy children in the project schools during the regular school year, and to provide free snacks for eligible children during a 6 weeks summer program.

The children to participate in the food service activities will be those identified by school and health department personnel as being from low income families and in need of food service assistance. It is expected that a reduction in cost during the regular year will bring the lunches within the financial range of most low income families. However, those children who are unable to pay even this reduced price may receive free lunches.

Food service activities are expected to be conducted in all 11 of the project schools. Three additional schools qualify on the basis of having an adequate number of eligible pupils in them. The degree of participation on the part of the children in each school will be determined by the concentration of eligible children within the school. Approximately 250 eligible children are expected to receive free lunches daily. Parents will be contacted and involved in the program through group meetings at the schools, home visitations on the part of teachers, and through special visitations by the school social worker. Approximately 100 parents are expected to be involved through the above methods.

Included in the expenditure is an amount to be used to provide snacks for the summer programs. During the summer, approximately 600 eligible children are expected to receive free snacks daily for a 6 weeks period beginning June 10, 1968 and ending on July 23, 1968. The schedule and arrangements for the summer programs are indicated elsewhere in the project.

HEALTH—MEDICAL

The health services proposed in the project are designed to provide for physical examinations and corrections of physical defects by qualified medical personnel. The financial provisions in the project are designed to take care of emergency cases only. The children involved in the project are now eligible for assistance under a children and youth grant made to the Guilford County Health Department.

SUMMER LIBRARY SERVICE

The funds sought for the summer library service will be used to employ qualified librarians in order to extend library service into the summer for children in the project schools. During this time books will be checked out by the pupils as needed. Reading clubs and special reading interest groups will be organized in an effort to stimulate better reading. The summer library service should prove a worthy adjunct to the summer preschool enrichment activities and the summer reading program. Five librarians are expected to be employed with project funds.

PSYCHOLOGICAL SERVICE

The program of psychological service is designed to provide psychological testing and consultation in an effort to improve the educational opportunities in the regular school setting for certain children in the project schools. The services of a qualified psychologist will be contracted for, in order to provide psychological testing of the children.

SCHOOL SOCIAL WORK

Funds designated in the project proposal for this service will be used to employ a school social worker. Social work activities will include investigating and diagnosing pupil problems arising out of the home, school, or community; casework services for the child, parents, or both; interpreting the problems of pupils for other staff members; and promoting modification of the circumstances surrounding the pupil through the use of home, school, and community resources. It is expected that about 125 eligible children will receive direct benefit from the service.

The pupils who will participate will be those with circumstances of such magnitude as to cause problems for them in the areas of health, welfare, and attendance.

SPEECH THERAPY

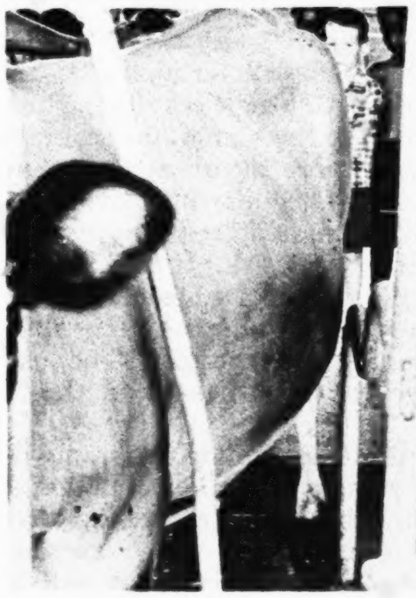
The activities of the speech therapists are designed to give early and immediate attention to problems affecting the speech of the children in the summer preschool and remedial reading classes. Two speech therapists will be employed for 6 weeks during the summer with funds sought by this project proposal. Their services will involve initial screening and speech therapy.

TRANSPORTATION SERVICE

Transportation is a service related to many of the activities of the project. The funds sought for this service will be used to employ bus drivers, pay for fuel, and defray other expenses incurred during the transportation of children. There has been little opportunity for many of the children to observe natural beauty, to visit landmarks of interest and importance, or to draw in other ways upon the abundant resources of the community. Through field trips taken in and around the community, planned to enrich and broaden the pupil's experiences, opportunities will be provided for the stimulation of verbal expression.

Transportation in connection with field trips will begin as soon as the project is approved and will continue through the summer programs. This phase of the service is expected to end with the close of the summer session, which will be about July 23, 1968. The transportation of certain special education children will end at the close of the regular school year, which is May 29, 1968. Two buses (one 36 passenger and one 54 passenger) have been purchased for the above purposes. The 36 passenger bus will pick up certain eligible special education pupils and transport them to the Cloverdale School which, for some of the pupils, is outside their regular school districts.

These programs are racially integrated and all the pupils are from public schools. Parents will be involved through special conferences, staff visitations, and group meetings. Approximately 16 parents will be involved in the services offered to certain special education children. There are no inservice training activities planned in connection with the services.



Title

Operation Advance in Language Arts Skills

Project Budget

$133,441

Children in Project and Grade Levels

1,079 K-12 and ungraded

ESEA Staff

33½ (plus ½ whose salary is not paid by Title I funds)

ENGLISH—READING

This activity is English-Reading. Our objective is to improve the language arts skills. To implement effectively a sound language arts program, it is necessary that students be given as much individual attention and encouragement as possible. To this end we propose to add four teachers — two on the elementary level and two on the secondary level. Materials have been added to supplement the regular program. Activities such as viewing the films and filmstrips, listening to music, and extended library experiences will be provided. Teacher aides will be made available to help the teachers in many clerical duties such as typing, stenciling and mimeographing. This activity will be located in Central High, Orange Junior High, and Efland-Cheeks Schools. This activity will serve approximately 130 students.

OTHER—KINDERGARTEN

The name of the activity is kindergarten. The purpose of the kindergarten is to prepare students for the formal schooling that will begin the following year. Activities will be designed to stimulate their interest in school and help them work and play with children their own age. The program will have such activities as work periods, song and story sessions, a music appreciation period, language development, and a game period. Teacher aides will help the teachers in laying out materials, securing equipment, etc. They will also help with typing, stenciling, and mimeographing.

Since these children come to school via school buses, the daily schedule runs from 8:30 a.m. to 3:30 p.m. Because of the length of the day, most of the academic and special training activities will be carried out in the morning with much of the afternoon being devoted to rest and play.

The kindergarten program will be located at Aycock, Cedar Grove, Central Elementary, and Efland-Cheeks Schools. Each class will serve approximately 30 students.

OTHER—SPECIAL EDUCATION

This activity is special education for the mentally retarded children. We hope to make improvements in this area by reducing the number of children in the regular classrooms who are not able to achieve because of low ability. We now have four teachers of special education provided by the State in the area of mental retardation. The special education department of the State Department of Public Instruction recommends a 3-level program with one teacher at each level to take care of the students from elementary (grades 1-6), junior high school (grades 7-9), and senior high school (grades 10-12). We are asking for two additional teachers. This would provide three levels of special education (for mentally retarded) at each of the schools. This program of instruction will be in accordance with that recommended by the State Teacher aides will help the teachers with typing, stenciling, and mimeographing. They will also help in grading tests.

This program will be located at Central High and Orange Junior High Schools. Each class will serve 15 to 20 students. There will be 40 mentally retarded children participating in the Special Education for the Handicapped Activity.

ATTENDANCE

This activity is attendance services. The counselor will serve as a liaison between the home and the school. He will work toward improving attendance and helping parents see the value of keeping their children in school. He will also work toward cutting the dropout problem. The attendance counselor will serve Central Elementary, Central High, Cedar Grove, and Efland-Cheeks Schools.

LIBRARY SERVICE

This activity is for library services. The libraries in four rural elementary schools have been operated on a part-time basis by teachers. Two librarians will be employed to rotate among the schools. This will relieve the teachers, so they may spend more time with the students, as well as provide trained personnel to work with the teachers in improving the library skills of the students.

The activities will be located in Central Elementary, Aycock, Cedar Grove, and Efland-Cheeks Schools. All children in these schools will benefit from this activity.

CHAPEL HILL CITY BOARD OF EDUCATION — Project No. 68-0131

Title
A Language Development Project

Project Budget
$57,076

Children in Project and Grade Levels
701 1-12

ESEA Staff
6

CULTURAL ENRICHMENT

The cultural enrichment portion of this project is an adjunct of the reading function. Realizing that the problems of these children have a wider base than specific reading problems, we have attempted to deal with other language arts deficiencies by broadening the scope of the program. A concern with the development of the skills which form the basis of a language arts program, as stated by the National Council of teachers of English, is the basis upon which we have built our program.

- **The ability to examine facts critically and form independent opinions.**
- **The ability to express individual feelings and thoughts in a creative manner.**
- **An interest in reading and an understanding and curiosity concerning the social issues of our time.**
- **The ability to listen and view discriminately and critically the various forms of mass media.**

The special teachers employed will endeavor to include these goals in their programs and work with the students. We will be particularly concerned with developing the ability of the children to listen and to verbalize what they have heard. The use of filmstrips, tape recorders, records and other oral activities will be emphasized. Activities will be planned whereby students may engage in discussions, writing original poems and stories, debating, committee work, individual and group reports, singing, dramatization, role playing, impromtu speech, and creative activities. Reading matter of high interest will be provided, as well as enrichment materials, in order to engage the students in activities which will help develop a love for reading that will be continuous. Activities involving poetry reading, hearing resource people, listening to music and extended library experiences will be provided.

Emphasis will be placed on learning new words and developing skills for independent study so that students will have a desire to read freely in wide varieties which will improve taste and literary standards. Many of the students who are educationally deprived often have not been exposed to a variety of interesting reading materials at home. This will be an opportunity for the school to provide books, materials, and equipment for some of those children. Consultants will be called in for workshops during the year. These workshops will be open to both the regular classroom teachers and the special reading teachers.

ENGLISH—READING

Four reading teachers will be employed for the following elementary schools:

Carrboro Elementary School	**two teachers**
Frank Porter Graham Elementary School	**one teacher**
Lincoln Elementary School	**one teacher**

These teachers will work directly with children on a limited and regular basis, thus providing the children with a more individualized type of instruction. The educationally deprived students have an urgent need for individual attention and encouragement that can be provided only on an individual basis. These students often do not question and fail to indicate that they do not understand. As research points out, *"Those who need help most are usually the ones most reluctant to ask for it."*

Due to heavy concentrations of eligible students in the three schools listed above, it is felt that these schools should be given priority in the matter of reading teachers. Special reading materials will be made available to the teachers at Estes Hills Elementary, Glenwood Elementary, Guy B. Phillips Junior High and Chapel Hill High School. The elementary supervisor, in conjunction with consultants, will work with the teachers to aid them in the use of materials for an individual type reading program for students with problems. For students with severe reading problems, funds have been allocated to provide extra tutoring.

The children selected for this program will be reading at least one grade level below their grade. It is the objective of this program to raise this level to the potential of the student and enable him to participate successfully in regular classroom activities.

OTHER—TUTORING

This program was introduced into the language development program for the year 1967-68 as a result of our local redistricting plan by which the Chapel Hill City School System has endeavored to attain a racial balance in each of its schools. As a result of this, every school in the district is now qualified for Title I funds. Unfortunately we are unable to provide a reading teacher for each school because of lack of funds. In order to facilitate the transition into an integrated situation for students who are entering the previously predominantly white schools, we will provide funds for the employment of tutors who are qualified reading teachers to aid those students with severe language difficulties.

This program will serve a second purpose in allowing a comparison to be made between the students who are given reading instructions as part of their regular school day in those schools with a reading teacher, and those in this program who receive instruction in addition to their regular day.

OTHER—TEACHER AIDES

In order for the teachers to do a more effective job, one teacher aide will be employed for Carrboro Elementary School. The qualifications of the aide will include, preferably, at least two years college training and some experience with dealing effectively with children. She will have any necessary training provided for her by the project coordinator, the supervisor of instruction, and the regular classroom teachers.

This school was selected to receive an aide on the basis of the number of children eligible to participate in the Title I program enrolled in the school.

Being relieved of many nonteaching chores that impinge on their time, the teachers will be free to get on with the matter of teaching school. Some of the responsibilities of the teachers aide include the following: arranging and supervising field trips; supervising students at lunch time, during recess, or after school; keeping school records, filing papers, operating duplicating machines; being in charge of getting audiovisual equipment and materials together; ordering films and filmstrips; supervising groups of children at work with equipment; setting up materials for experiments; getting supplies from the storage room; keeping the supply room in order; listening to children read; helping maintain individual reading records; keeping the room library table in order; supervising children in art lessons such as mixing of paints, arranging bulletin boards, replenishing supplies; and helping students with class plays, poetry, drama, and costuming.

The list of tasks in which a teacher may be helped by school aides is endless. It is felt that this type of service and activity will be of considerable value.

SCHOOL SOCIAL WORK

Not all of these students will require the services of the home-school coordinator, but her services will be available to those students with special problems. A primary concern of the program is to involve the parents in the activities of the school and to work with them in helping them understand the importance of the school. The coordinator will also act in a referral capacity in channeling students to the community agency which can meet their particular needs.

The activities of the home-school coordinator last year included such activities as:

- **Home visits**
- **Investigation of free lunch applicants**
- **Dropouts—encouraged to return or found other opportunities**
- **Dropouts-pregnant—agency referral, tutoring, hospital care**
- **Family counseling**
- **City manager consultation—garbage pickup in neighborhood not served**
- **Housekeeping instruction**
- **Alcholic family counseling**
- **Tutoring for rural mother**
- **Consultation with family care unit**
- **Arranged school health funds for glasses, hearing aids for needy students.**

PERSON COUNTY BOARD OF EDUCATION

Project No. 68-0053

Title

Program to Improve Abilities in the Language Arts, Decrease Cultural Deprivation, to Provide a Special Curriculum for Educable Mentally Handicapped, a Summer Preschool Readiness Program and Summer Remedial Reading Clinic for Educationally Deprived Children of Person County

Project Budget

$380,671

Children in Project and Grade Levels

3,888	K-12 and ungraded, handicapped

ESEA Staff

144 (plus 120 whose salaries are not paid by Title I funds and 2 unpaid volunteers)

ENGLISH—READING and ENGLISH—SPEECH

We propose to increase student performance in the basic language skills by furthering the development of word recognition and use; comprehension and interpretation of written and verbal matter; use of correct grammar; proficient spelling and handwriting skills; increased listening abilities; independent reading interests and habits with necessary skills for selection and use of library facilities. Cultural experiences will also be provided that will give depth and understanding to learning.

Materials, activities and services will be made available that will provide for (1) a wide selection of instructional resources of appropriate difficulty and interest level, (2) the reduction of class size and increased time for individual instruction by teachers through use of teacher aides, (3) inservice growth of teachers, (4) a testing program necessary for diagnosis and evaluation, (5) counseling and guidance, (6) the lessening of nutritional deficiences, physical and psychological handicaps, (7) increased home-school understandings and cooperation, (8) remedial reading, (9) detection of speech defects and correction or referral, (10) cultural opportunities and experiences in music and art, and visitations to educational events and centers.

ENGLISH—REMEDIAL READING

We propose to provide a summer program for educationally deprived children, enrolled in the public schools of Person County in grades one, two and three for the 1967-68 school year, who need additional experiences to promote adequate reading achievement. These children will be chosen on the basis of standardized tests, and teacher and principal judgments.

Emphasis will be placed on the development of abilities in word recognition and use, comprehension and interpretation, library skills and study skills. An effort will be made to develop confidence and stimulate the desire to do independent reading through provision for successful performance.

Classroom instruction will be highly individualized, by certified teachers, and based on each child's recognized needs and indicated capacity. Books and other instructional media will be utilized to help students with poor reading abilities find personal fulfillment and satisfactory success in reading.

The services of guidance and social counselors, aides, a nurse, speech and reading specialists, and supervisory personnel will be available to meet special needs and establish attitudes or conditions that will foster the learning process of students.

In order to remove some of the detrimental effects of malnutrition on learning, nutritional snacks will be provided at mid-morning or earlier if necessary.

Transportation of students to and from the learning centers will be supplied. This service will be operated in keeping with the normal pattern of transporting students under North Carolina State Law.

Close surveillance of activities and services of the project will be maintained with accurate and concise records kept.

MUSIC

This project includes a program for economically and educationally deprived children of Person County in grades 1-12. Through music it is hoped to raise the children's self-image, try to increase their expectation of success in school, and improve their emotional and social stability in society.

To carry out the preceding objectives, daily music instruction will include activities of singing, rhythm, playing, listening, and creating. There also will be music to provide recreation, celebration of special days, and music to emphasize basic skills in the English language arts. Concepts of note and pitch reading in relationship to each grade level will be included, as well as a history of music. Materials, activities, and services will be made available to provide (1) a wide selection of instructional resources appropriate for music, (record players, albums, recorders, films, filmstrips, rhythm instruments, books, creative materials); (2) inservice preparation for teachers; (3) a testing program necessary for diagnosis and evaluation; and (4) extra-curricular cultural activities, (North Carolina Little Symphony, A. & T. University Musical Group, ballets).

OTHER—PRESCHOOL READINESS

This project includes a summer program for disadvantaged preschool children with appropriate activities designed to prepare them better for entrance to first grades in the fall of 1968. All preschool children in the county will be expected to attend.

Since these children come from environments with an astonishing lack of ordinary experiences and background, with consequent inabilities that must be overcome if they are to embark upon a satisfactory school course, this program will attempt to remove these deficiencies. Materials and services will be provided, designed to improve intellectual development by stimulating the formation of new ideas, concepts and broadened horizons; to improve language development including vocabulary enrichment, speech training and language facility; to improve development of the senses; to improve visual perception in observation and picture reading, recognition of shapes, sizes, color, and numerical quantities and relationships; to improve auditory perception; to encourage development of imagination and creativity; to develop skills of good health and social courtesies; to develop motor skills and coordination; to establish wholesome home-school relationships.

Classroom instruction will be by certified teachers and assisted by aides. The services of a nurse, social and guidance counselors, speech and reading specialists, and supervisory personnel will be utilized. A mid-morning nutritional snack will also be provided.

Transportation of students to and from the learning centers will be maintained and operated according to North Carolina State Law.

OTHER—SPECIAL EDUCATION FOR HANDICAPPED PUPILS

This project is a proposed curriculum for mentally retarded children between the chronological ages of 6 to 14 years with a range, in terms of intelligence quotient, from approximately 50 to 75. These children will be determined by psychological and proper referrals.

There will be three levels of instruction according to chronological ages: level 1, ages 6, 7, 8; level 2, ages 9, 10, 11; and level 3, ages 12, 13, 14.

The areas of instruction will be (1) reading (ranging from prereading experiences to reading proficiency at the third grade level); (2) arithmetic (ranging from simple number concepts to number situations of adult life); and (3) social and other life experiencies (appreciation of social, civic and cultural values and participation, within their reach and understandings, necessary for safe healthful living).

Instruction will be by properly qualified and certified teachers in the area of special education. The maximum class size will be 18 pupils. Teacher aides will perform nonteaching duties.

Some special materials and activities are needed for these handicapped students. The use of visuals and concrete items is necessary for sensory training and experiences in fundamental skills. Manual activities which are involved in various types of occupational experiences must be provided.

Equipment for muscular development and coordination, creativity, and enjoyment will be made available through this project.

Improved home-school relations with increased understanding of the needs of handicapped children will be accomplished through services of a home-school visitor. Free meals, clothing and health services will be provided when needed.

CLOTHING SERVICE

This service will deal with recognizing the clothing needs of the deprived children and making the proper referrals in order to obtain clothes for them. Need will be determined by teachers, principals, and the social worker.

FOOD SERVICE

During the regular school year this service includes free meals for all children attending classes for handicapped pupils. There will be approximately 144 lunches per day. These lunches will include a balanced diet meeting the qualifications of the State Department of Public Instruction. Lunch will be served under the supervision of the teachers at all times. Teachers, principals, nurses, and social workers will determine who receives these services.

Each day in the summer, a snack (consisting of sandwiches, milk, cookies or ice cream) will be served. Sometimes the cookies and sandwiches are made in the lunchrooms and on other occasions they are bought. Those who desire more milk are allowed to have it. All children will benefit from this service.

GUIDANCE and COUNSELING

We plan to provide guidance and counseling for pupils and parents through a service of guidance counselors. Through a scheduled program of conferences and testing, measures will be taken to build self-confidence, responsibility, and desirable study habits of students; and to guide the individuals to more purposeful living.

HEALTH—DENTAL

Dental services will be available for economically deprived children. The teachers, principals, and nurse will check the children for dental needs and will give priority to those needing these services the most. Financial provisions will be available.

HEALTH—MEDICAL

Health appraisal is one of the most important services offered. It is through this service that the physical and mental defects of the children are found, and referrals made to qualified professionals and institutions for needed correction. A nurse and a family counselor, with the help of the teachers and principals, will work together in the area.

SCHOOL SOCIAL WORK

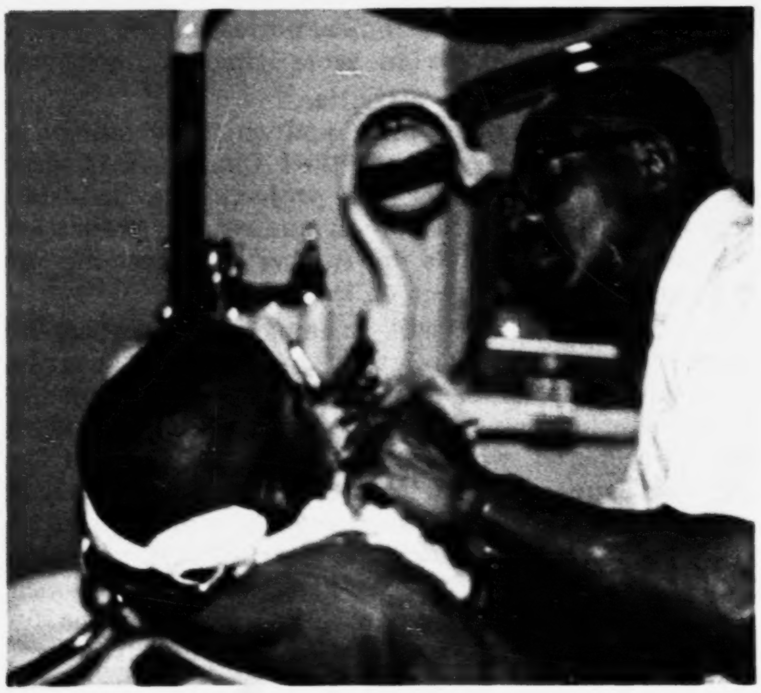
To develop a closer relationship between the home and school, a family counselor will be employed The home-school visitor will work closely with the teacher and parent to develop an understanding on the part of the parent of what the school is trying to do for the child and to help the teacher recognize the needs of these educationally and economically deprived families. All school personnel will aid in proper referrals.

SPEECH THERAPY

We propose to make normal growth and development possible for each child by training him to hear sounds of speech, to evaluate and criticize his own speech, to develop good listening habits, to participate in speech activities, to develop auditory memory, to make the best possible personality adjustment as it relates to speech, to develop self-confidence and self-control in speaking situations, to remove from his speech elements which could constitute social or economic barriers, and to use the fundamentals he has learned to develop good speech.

Materials, activities, and services will be made available that will provide (1) a wide selection of instructional resources appropriate for speech, (record players, albums, recorders, visual aids, filmstrips). (2) small class sizes for individual instruction, (3) inservice preparation for teachers, (4) a testing program as necessary for diagnosis and evaluation, (5) counseling and guidance, (6) increased home-school understandings and cooperation, (7) referrals when necessary, (8) planned extra-curricular activities (field trips, special programs, etc.).

At the beginning of the therapy class, students' voices will be recorded to detect characteristics of each child's problems. Recordings will be made at the beginning of the year and at intervals during the year to evaluate the progress of each pupil's speech patterns, articulation, fluency (rhythm), and voice.



TRANSPORTATION

All children attending the summer program will be transported to and from the learning centers. Approximately 30 buses will operate 1,200 miles per day for 30 days. Bus drivers will be qualified as far as possible.

During the regular school term, special education students will be transported to and from their special classes.

OTHER—INSERVICE TRAINING

We propose to strengthen our program by providing our teachers with inservice training in the teaching of reading (particularly to disadvantaged children), dealing with remedial and nongraded primary classes, team teaching, speech and hearing problems, mental retardation, and evaluation.

Materials, activities and services will be provided by a consultant on nongraded team teaching, the director of reading of the Chesapeake School, a consultant in special education, a consultant on speech and hearing, and the State Administration Supervisor of Evaluation.

Each teacher will spend approximately two to three hours with each inservice program. In follow-up sessions for each inservice program, the teachers will spend approximately two or three hours.

Nongraded team teaching will involve 75 teachers in grades 1, 2, and 3; reading skills will include 265 teachers from grades 1-12; 83 teachers in grades 1, 2, and 3, and in special education will attend inservice on mental retardation, speech, and hearing; and 265 teachers in grades 1-12 will attend the evaluation inservice program.

Title
Language Arts Improvement Program

Project Budget
$200,020

Children in Project and Grade Levels	
1,619	2-12 and ungraded

ESEA Staff
51

ENGLISH—READING

Assessment of the needs of educationally deprived students who are expected to participate in the program indicates a need for special attention in the area of reading. Therefore, students participating in the program will be given instruction a minimum of one hour per week in the area of reading, with special emphasis being given to skills development. Twelve teacher aides will assist the regular classroom teachers in this activity. The teacher aides will work under the direction of the classroom teachers in order to provide participating students with the best possible learning situation.

We expect that 1,384 children will participate in this phase of the project.

ATTENDANCE SERVICE

An attendance counselor will be employed to work at improving the average daily attendance of educationally deprived children participating in the schools. The counselor's responsibilities will include identifying potential dropouts, identifying attendance problems, and serving as a liaison between the home and the school.

It has been determined that 589 students who are expected to participate in the project have high absentee rates. Further, 235 students in the project have dropped out of school during the 1966-67 academic year. The attendance counselor will devote most of his time to the needs of this particular group.

FOOD SERVICE

Many educationally deprived students participating in the program are also economically deprived. Therefore, several of these students have unmet nutritional needs. Project funds have been budgeted to provide 100 students with free lunches. We hope that the nutritional deficiencies of these students will be met through this medium.

HEALTH—MEDICAL SERVICE

Approximately 471 of the students eligible to participate in the program have pressing health needs. A school health nurse will be employed to assist in this phase of the program. The school health nurse will work in conjunction with the existing health program. The duties and responsibilities of the health nurse will be in the area of health appraisal — assisting teachers with screening, home visitations, and making referrals to the appropriate agency in order to assist the school in meeting the health needs of students participating in the program. The nurse will provide relevant information to teachers. The county medical officer will serve as supervisor and technical advisor for this employee and for the total health program.

LIBRARY SERVICE

Twelve librarians and six library aides will be employed in this phase of the project. These personnel will be employed for the express purpose of providing an improved library program for the educationally deprived students. The librarians and library aides to be employed with Title I funds will in no way supplant State and local efforts. The State allotment, which has previously been used partially to provide part-time librarians, will be used to decrease class size, increase counseling, and provide additional time for direction and supervision of educationally deprived students in the eligible schools.

We expect that 1,384 student will participate in this phase of the project. The librarians and library aides will be allotted on the basis of incidence and severity of needs; therefore, the schools with the highest priority of needs will receive the greatest assistance. The library aides will be secured to free the librarians from nontechnical duties, thereby giving the professional librarian more time for program preparation and library activities.

Materials, supplies, and equipment which were previously purchased with Title I funds will be used to enrich this phase of the project. The materials center and the services of an audiovisual technician will be made available to further enhance the development of this aspect of the program.

A clerical assistant will be employed to develop instructional material relating to project activities. This person has been trained to operate the multilith offset printing press and the camera equipment which were purchased with Project I funds. In addition, the VariTyper equipment, that we propose to purchase with funds received in this project, will be used in the production of innovative instructional materials for project activities. These materials, as developed, will be made available to teachers and librarians for use in instructing educationally disadvantaged students.

TRANSPORTATION SERVICE

There is evidence to support the fact that educationally deprived students are also culturally disadvantaged. Therefore, field trips to various centers of interest throughout the State will be planned periodically. To do this, an activity bus driver will be secured. This person will be available to the 12 participating schools, and will be responsible for driving and maintaining activity buses. Field trips to be planned will be correlated with the inschool phases of the program to complement instructional and library activities.

OTHER—CUSTODIAL and MAINTENANCE SERVICES

Additional equipment, and expansion of existing programs, necessitates an extra person on the maintenance staff. This person will be employed to take care of maintenance needs in the project area. In addition, 12 part-time custodians will be employed in the participating schools to supplement existing janitorial and maid services.

As students observe improved conditions within the schools in which they are attending, we believe they will become aware of their surroundings and develop a desire to recreate this atmosphere in their own homes. Further, we believe that the surroundings in which students work will have some relationship to their academic and social development.

OTHER—ADMINISTRATION

The scope of this project makes it necessary that a director, a secretary, and a bookkeeper be employed in order to administer the project effectively. The director will work in cooperation with the administrative staff, supervisory staff, principals, and teachers in planning, organizing, supervising, and evaluating the entire project. The director and staff will develop future projects.

The director, bookkeeper, and secretary will be responsible for fiscal matters and all other related project activities.

ASHEBORO CITY SCHOOLS

Project No. 68-0059

Title
Project to Improve Reading Skills

Project Budget
$62,904

Children in Project and Grade Levels
455 K-12 and ungraded

ESEA Staff
17 (plus 38 whose salaries are not paid by Title I funds)

ENGLISH—READING

Teacher aides will be assigned to assist teachers of reading at Central School, Charles W. McCrary School and Fayetteville Street School. The use of teacher aides will permit a greater concentration of effort to meet the needs of underachievers in reading.

The kindergarten teachers and aides will be assigned to work in the afternoon portion of the school day with special groups of primary students who are having difficulty with reading. Audiovisual aids, books, and other instructional materials will be provided as needed.

Special consultant services and inservice educational opportunities (including the payment of tuition and fees for participation in workshops, seminars, conferences, and special college courses) will be made available to the total of 32 teachers, librarians and administrators involved in this activity.

OTHER—KINDERGARTEN

One kindergarten class for approximately 25 children will be provided at Charles W. McCrary School.

One teacher and one teacher aide will be assigned to each kindergarten class. Activities in the kindergarten classes will be designed to enhance motor development, to encourage social adjustment within a group away from home, to develop oral language skills, and in general to provide experiences which will facilitate readiness for first grade. In addition to experiences provided at school, children will be taken on field trips within the community and in neighboring communities. Audiovisual aids, toys, books, and other instructional materials will be provided as needed. The kindergarten classes will meet daily from 8:15 a.m. until noon during the regular school term.

Special consultant services and inservice educational opportunities (including the payment of tuition and fees for participation in workshops, seminars, conferences, and special college courses) will be made available to kindergarten teachers of whom there are two.

OTHER—SPECIAL EDUCATION FOR EDUCABLE MENTALLY RETARDED

A teacher will be assigned to a class of approximately 15 educable mentally retarded children.

The following criteria will be used to select children to participate:

- **I.Q. score between 50-75 obtained from the administration of the Stanford-Binet test of intelligence**
- **Low scholastic achievement**
- **Recommendation of classroom teacher**
- **Willingness of parents for children to participate**

Special consultant services and inservice educational opportunities (including the payment of tuition and fees for participation in workshops, seminars, conferences, and special college courses) will be made available to the special education teacher of whom there is one.

CLOTHING SERVICE

Clothing will be provided for children in the project schools who need it to attend school. It is anticipated that not more than 30 children will need clothing of any type.

FOOD SERVICE

Lunch will be given to those children in the kindergarten classes who cannot pay for it. Milk will be given to each child in the kindergarten classes each day during a "milk break."

HEALTH—DENTAL and HEALTH MEDICAL

Dental examination and correction will be provided for kindergarten children who need this service. All kindergarten children will be provided with toothbrush and toothpaste for use at school and will be taught good dental hygiene.

Appraisal of health, with particular reference to hearing, and corrective services will be provided on the basis of need.

LIBRARY SERVICE

One aide will be assigned to assist the librarian at Asheboro Junior High School. Another aide will be assigned to assist the librarian at Asheboro High School. The aides will be used to keep the libraries in these two schools open for student use until 5 o'clock each afternoon after school. During the school day, the aides will assist the librarians in maintaining essential records and in making all library resources readily available to students and teachers. The use of aides in these two libraries will permit the librarian to spend more of her time on professional responsibilities. Special assistance in the selection and use of library materials will be given to underachievers in reading. After school, the library will become a place for students to study.

A librarian will be assigned to the Central School library. The librarian will assist teachers in developing desirable reading habits and skills among children and will make the resources of the library readily available to students and teachers.

PSYCHOLOGICAL SERVICE

A specialist will administer the Stanford-Binet test of intelligence to each child who is being screened for admission to special education.

OTHER—ACCIDENT INSURANCE

Scholastic accident insurance will be provided for each child in the kindergarten classes who cannot pay for it.

ROCKINGHAM COUNTY BOARD OF EDUCATION

Project No. 68-0109

Title

Project III, Language Arts and Related Services

Project Budget

$157,029

Children in Project and Grade Levels

1,161	K-12 and ungraded

ESEA Staff

31¼ (plus 129¼ whose salaries are not paid by Title I funds)

ENGLISH—LANGUAGE ARTS and READING

Concentrated effort will be made by all primary grade and elementary grade teachers in the eight qualifying schools to improve instruction and to raise the achievement levels of children in the areas of English language arts and reading. All children in grades 1-8 will be involved in a developmental language arts program which will utilize new supplementary materials in addition to supplementary materials and library books purchased by Title I funds in 1966. For reading instruction, as well as for free reading, books and materials of high interest but low vocabulary will be provided. Through the use of teacher aides and the reduction of class loads, teachers will have more time in which to give individual or small group (2 to 5 children) instruction. Individual attention to individual problems will be stressed.

Individual attention will be given by both the teacher and the aide in an attempt to reduce racial or social isolation. It is the philosophy of Rockingham

County Schools that all persons are important in their own right. Thus each teacher is encouraged to help her pupils recognize and appreciate individual worth. Through school camping programs sponsored by Title III and through summer programs sponsored by Title I, the children of this school system are developing a growing awareness of individual merit and are learning to live together in a social world of dignified acceptance. We can foresee no reason for this spirit of understanding not to continue to grow.

Certain phases of Title I operate in conjunction with Title III. An attempt will be made through the use of Title III services to involve parents in recreational and educational programs. Parents of economically deprived children will be encouraged to participate.

An inservice training program will be conducted for three teachers who are to be placed in three small schools with a high percentage of economic deprivation. The purpose of such placement is the reduction of class load in order that the teacher may have more time for individual instruction. An inservice program will also be conducted for 11 teacher aides. Aides will be trained to assume the teacher's non-teaching duties in order that the teacher may have more instructional time in which to give individual attention to educationally disadvantaged pupils.

OTHER—SPECIAL EDUCATION

Three special education teachers will be employed to teach approximately 54 mentally retarded children. This addition will expand the State supported program for the educable mentally retarded from approximately 85 pupils to approximately 140 pupils. Classes will be organized and taught according to guidelines formulated by the Department of Special Education of the State Department of Public Instruction.

Teachers will be encouraged to help organize parent clubs for the purpose of sharing problems and ideas. The clubs may meet with the local P.T.A. groups or they may meet separately. Teachers will also encourage parents to become involved in parent programs sponsored by Title III of the Elementary and Secondary Education Act. It is hoped that all parents of special education pupils will become involved.

All special education teachers will participate in an inservice training program conducted by the Title I staff and all special education teachers will be encouraged to attend the fall and spring workshops sponsored by the State Department of Special Education.

ATTENDANCE SERVICE—SCHOOL SOCIAL WORK

Since poor attendance is a major concern, one home-school coordinator will be employed to assist the attendance counselor. This coordinator will counsel

with parents as well as students and will attempt to develop a better understanding between the home and school. The coordinator will also help investigate needs and make recommendations concerning other services. It is hoped that through the work of the coordinator more parents will become involved in school activities which are planned for them and for their children. The coordinator will work a minimum of 40 hours per week. She will also work during the summer Title I program.

CLOTHING SERVICE

Some clothing such as shoes, socks, dresses, etc. will be purchased for deprived children whose primary reason for not attending school is the lack of adequate clothing.

FOOD—LUNCH

In order to improve the nutritional health of children it will be the responsibility of the food service coordinator to supervise the cafeteria operation as well as to plan meals and make purchases for the 8 qualifying schools. It is expected that this service will provide a more efficient and economical cafeteria operation and, at the same time, offer more appetizing and nutritional meals. This service will be provided during the entire school year. Approximately 30,000 free lunches will be served.

HEALTH—DENTAL and HEALTH—MEDICAL

Since children cannot learn unless they are physically fit and mentally alert, an important phase of Title I is health services. One school nurse will be employed. This nurse will do initial screening, counsel with children, and counsel with teachers and parents concerning health needs and health problems of children. She will transport children with their parents to the dentist, psychologist, etc., and she will coordinate public health and free health services with Title I health services. It will also be the duty of the nurse to give guidance concerning the health needs of the total family. Under the supervision of the county health director, school health services will correlate with public health services.

The nurse in Rockingham County is a Negro woman of exceptional ability who should be accepted by both races. Her work should be conducive to building good relationships.

LIBRARY SERVICE

A librarian, or a library aide under the supervision of a coordinator of library services, will be in charge of the resource center (library) in each of the schools qualifying for Title I assistance. The librarian's primary role is that of teacher. It is her purpose to stimulate interest, to challenge and to motivate the pupils so that better use will be made of library resources.

It is hoped that educationally disadvantaged children will receive improved instruction through the librarian's aid to teachers in various areas and activities related to the curriculum. It is also hoped that through the librarian's assistance the teachers will be kept better informed of current developments in their fields and information needed will be located promptly. It is believed that the librarian, through her enthusiasm for reading and her knowledge of books, will encourage pupils to read and will guide each pupil into making the best selection of materials in keeping with his ability and needs.

Project III, Language Arts and Related Areas is designed to improve the language arts skills of educationally deprived children in qualifying schools. A major phase of this program is the improvement of library services to the extent that each library will operate as the school resource center. Audiovisual aids will occupy an important place in this program; therefore, it seems wise to have one person responsible for planning workshops, conducting workshops, and coordinating the total program of audiovisual aids. The audiovisual aids coordinator will be responsible for the unit-wide film library, for repairing films and filmstrips, and for repairing audiovisual equipment. In addition, this person will act in the capacity of assistant to the director.

LEAKSVILLE TOWNSHIP SCHOOLS

Project No. 68-0146

Title
A Program of Remedial Mathematics, Reading, Health and Physical Education

Project Budget
$71,577

Children in Project and Grade Levels
545 1-12

ESEA Staff
21

ENGLISH—REMEDIAL READING

We plan to have a program of remedial reading in the target area schools. We will employ two or more teachers during the regular school term and at least five teachers in the summer program.

Teachers in the remedial reading program will use filmstrips purchased along with 16mm films and movie projectors. Phonic cards, charts, controlled reading programs were purchased and are available on the level of the child. Optic Communicators, the Craig Reader, and Science Research Associates Laboratories can be used for individual instruction. Teachers may use any of the teaching devices, books, or materials now located in the building where the class is conducted. We will also screen the children in the program with the Telebinoculor and Audiometer for hearing and visual difficulty. We plan to have the teachers work with very small groups (5 or 6) for one hour per day, and work with several groups during the day.

In the summer we will operate with at least one teacher in each of five centers to provide easy access for the students and give them a choice of school to attend. Teachers will be supplied in each center with audiovisual materials, projectors, movies, filmstrips, Craig Readers, Controlled Readers, books, records, slides, and other materials. The teacher will also have available charts, books, games, SRA Reading Laboratories and other necessary teaching supplies and materials.

HOME ECONOMICS FOR UNDERPRIVILEGED CHILDREN IN ELEMENTARY SCHOOL

The teacher employed will spend one hour of time each day in working with underprivileged children in a school composed entirely of Negro students. Equipment and space will be provided for the teacher to work with underprivileged children in the 7th and 8th grades. This school has been provided with a regular home economics classroom where this teacher will carry on a program of self improvement for the underprivileged in the Title I school. We feel this will prepare students better for transferring from the all Negro elementary school into the completely integrated junior high school.

MATHEMATICS (Remedial)

We plan to have a program of remedial mathematics in the target area schools. We will employ two or more teachers during the regular school term. In the summer session we will have five centers with a teacher located in each center. These centers will be located to provide easy access for the students and to give them a choice of schools to attend. The teachers will be provided with audiovisual equipment, materials, books, records, slides, games and other teaching aids. We will have filmstrips, movies, charts and workbooks along with other materials for teachers and students. Materials will be provided to allow teachers to give individualized instruction and to allow pupils to work on their own level of achievement. Each teacher will have small groups (5 or 6) to work with each hour, rather than a large group for a longer period of time.

Each child participating will have five hours of instruction per week for one-half semester of the regular school term.

HEALTH—PHYSICAL EDUCATION

We propose to employ three teachers to serve as health and physical education coordinators, consultants and specialists. The hypothesis of this proposal is that the physical well-being of the child is of utmost importance to the learning process. By this we mean, the child needs to have a physical examination, instruction in health and grooming, a program of physical fitness and the necessary facilities to carry out this program. He needs to engage in activities which will guarantee him a moderate degree of success, teach him to take pride in his personal hygiene and well being, and generally upgrade his outlook on life. If this is done, we maintain there will be a carryover value into the academic program. Without such, there is less chance of success in other phases of the project. The child, by engaging in a non-academic program of this type, will be more interested in engaging in the academic program and will be more susceptible to instruction.

As we have all-weather outdoor play areas, we plan to have three centers of physical education instruction. We believe that good physical condition is necessary for the student to perform at his highest level. After school each day we will have one qualified instructor at each location to help the students in physical education. These instructors will be regular school teachers who are qualified and will work after school hours. The children will receive instruction in physical fitness, healthful practices, games with an emphasis on recreational activities. We plan to have the program in three of our main target schools. The teachers and students will be provided with necessary supplies: balls, ropes, game materials, provision for recreational activities, and towels.

FOOD SERVICE

We will provide lunch for children who qualify for the lunch program and for whom other means or funds are not available. These children will be provided the regular lunch, including milk. Each cafeteria in the target schools will participate in the program. There will be some children served in each one. We feel proper nourishment is essential to good school performance, and we plan to provide a good meal each day for the child.

GUIDANCE and COUNSELING SERVICE

The teacher employed here will be assigned to work in one of our main target area schools to counsel and give guidance to students in the program. By working with both students and parents, the teacher will make possible closer cooperation between home and school. Space is provided in the school for the teacher to have a room especially for guidance and counseling, with materials and equipment available. This teacher will not have other teaching duties and will be able to work with both parents and students to improve school attitude and perspective.

LIBRARY SERVICE

We will provide some library services for the students by employing a librarian to serve all schools in the target areas. The librarian will work in close cooperation with Title II in furnishing materials, books, and other supplies. Books purchased under Title II will be coordinated with the remedial program. Remedial materials, films, filmstrips, etc., will be catalogued and used throughout the system to the best advantage. She will help remedial teachers in setting up units of work in the library of the target schools. She will prepare reading lists of books at various levels for use in the remedial program.

PSYCHOLOGICAL SERVICE

We will have a person in the system who will be trained in giving psychological tests. He will test the students recommended by the teachers, and make observations and recommendations. The person will assist the teacher in giving, scoring, and interpreting tests to be used in our evaluation. With this test data he will help the coordinator in the evaluation of the program.

We will also avail ourselves of the nearby psychological centers when it seems necessary. All transportation and expense to the student will be paid. The person doing the testing will help interpret math and reading tests, as well as administer mental ability tests.

MADISON-MAYODAN CITY ADMINISTRATIVE UNIT

Project No. 68-0075

Title
English—Reading

Project Budget
$68,827

Children in Project and Grade Levels
524 1-9

ESEA Staff
13 (plus 2 whose salaries are not paid by Title I funds)

ENGLISH—READING

The basic emphasis of the Title I project will be in the area of reading. Five reading and language arts teachers will work in the target areas with educationally deprived students who are deficient in reading and its related areas. These five teachers will be employed to teach during the school day of the regular nine-month school year. A breakdown of the five teachers and the activity location is as follows:

- **One full-time teacher will be employed to teach the educationally deprived at the Madison-Mayodan Junior High School in an ungraded self-contained situation.**
- **One full-time teacher will be employed to teach the educationally deprived at the Charles R. Drew School in an ungraded self-contained situation.**
- **Two full-time teachers will be employed to teach the educationally deprived at the Elliott Duncan Elementary School. One of these teachers will teach in an ungraded self-contained situation. The other teacher will work with special students on a 40 minute per day basis. The students involved here will be drawn from their regular school program.**
- **One part-time reading and language arts teacher will be employed to work in the Madison-Mayodan Senior High School with the educationally disadvantaged. This teacher will teach five classes per day for two days per week. The classes will be 55 minutes in length. These students will be drawn from their regular classroom schedule.**

In all the special reading classes, there will be an attempt to emphasize individualized teaching and student involvement in the learning process. The special reading program does not supplant classroom instruction. The reading teacher will work closely with the regular classroom teacher in supplementing and re-emphasizing skills. The reading rooms will be

stocked with audiovisual equipment and materials; developmental library, and supplementary reading books; language kits; phonic charts and recordings; and many other reading materials.

INDUSTRIAL ARTS (Shop Work)

One person will be employed to conduct a handicraft shop program for the regular nine months school term. This person will be responsible for providing practical learning experiences so that necessary physical skills will evolve. The shop program will operate on the basis that most educationally deprived children learn by doing things with their hands.

This shop is located at the Madison-Mayodan Senior High School. Students will be transported to this location from the eligible schools. The local activity bus will be used for this purpose.

These classes will consist of from 10 to 12 students selected from the system by the teachers, principals, guidance counselors, and the director of the Federal programs. Priority will be given to the students currently enrolled in special education and the reading classes conducted under this ESEA program. The 22 students of the mentally retarded class selected from the Charles R. Drew School and the Madison-Mayodan Senior High School will be participants in the shop program.

Success resulting from working in a shop program may also lead to success in areas of reading and general learning. It is hoped that such training will increase the student's interest in the school program and reduce potential dropout problems.

This classroom will be stocked with all types of shop equipment and materials, including all types of hand tools, lathes, pedestal grinder, planer, power equipment, jig saw, and portable electric saw. Consumable building materials and supplies will be provided for these students also.

MUSIC

One part-time music helper will be hired to work with the educationally deprived. This teacher will not be located at any one place. She will travel around to the eligible schools and provide special music instruction. She will work two days a week, during the regular school day, under the supervision of the classroom teacher, the teacher-supervisor of music, and the director of the Federal programs. Special music books, records, audio equipment, and other musical materials will be used by this person in her work with the educationally deprived.

OTHER—REDUCTION OF CLASS SIZE/ ADDITIONAL TEACHING STAFF

One full-time teacher will be employed for the nine month regular school year in the primary department of the Madison Elementary School. It is anticipated that by reducing class size in the lower grades, we will alleviate many of the reading problems that might occur in later years. This class will be a regular self-contained first grade class with emphasis on individual instruction and teaching the basic skills of reading. It will be made up of 20-24 students.

This special classroom will be stocked with audio-visual equipment and materials; developmental, library, and supplementary reading books; phonic charts and recordings; and many other basic reading materials.

OTHER—TEACHER AIDE

One teacher aide will work in the target area at the Charles Drew School in grades 1-4 for the regular nine month school term. This school has the greatest number of economically deprived children. The aide will be used to do much of the miscellaneous and detail work so as to free the teacher for more instructional time. These services include routine attendance check, supervision of lunch hour, checking on the following of directions, playground supervision, collection of money, etc.

OTHER—SPECIAL EDUCATION—MENTALLY RETARDED

The proposed special education class is to be taught in the Madison-Mayodan Senior High School for the regular nine month school year. It will be made up of 18-22 students from grades 9-12. This class will be a feeder for all mentally retarded students.

Heretofore, the Madison-Mayodan School system has not been able to finance such a class and these special students, who do not drop out of school, have been assigned to the regular senior high program. These students then go through four years of educational frustration; or in most cases, become dropouts. With this class, we will be able to have a well-organized special education program for the mentally retarded, geared to meet the needs of this special type of student for grades 1-12.

This class will be organized so that the basic academic areas, geared to the retarded levels, will be taught by one project teacher whose principal responsibility will be these special children. Basic applicable reading will be emphasized in all academic instruction. These students will change classes, as all high school students do in a departmentalized fashion, to receive the other areas of instruction (physical education, home economics, agriculture, music, shop, etc.). In four years, these students will be able to graduate from high school with a special diploma. It is anticipated that with the addition of this class, for this type student, fewer dropouts will occur.

CLOTHING SERVICE

The school-home social worker, teacher, administrator and county health and welfare officials will cooperate in seeking out, investigating, and determining for approval requests for Title I clothing services. Free clothing shall be provided for eligible students.

Most of the aid provided by this service will be directed to the Charles R. Drew School since most of the educationally and economically deprived students are located in this school. Educational and economic deprivation will be the main criteria for the selection of students for this service.

It is anticipated that new clothing will aid the child psychologically in his scholastic endeavors. It is also hoped that this service will encourage the child to attend school on a more regular basis.

FOOD SERVICE

The school-home social worker, teacher, administrator, and county health and welfare officials will seek out and cooperate in investigating and determining for approval requests for Title I food services. Free lunches and milk will be provided for those students who qualify.

Most of the aid provided by this service will be directed to the Charles R. Drew School since most of the educationally and economically deprived students are located in this school. Educational and economic deprivation will be the main criteria in the selection of students for this service.

HEALTH—DENTAL and HEALTH—MEDICAL

The school-home social worker, teacher, administrator, and county health and welfare officials will seek out and cooperate in investigating and determining for approval requests for Title I dental and medical services. These services will be provided for those students who qualify.

SCHOOL SOCIAL WORKER

One case worker will be employed for more visits and case studies of those students involved in the project. This person will operate from the local ESEA office and will work in all schools, especially those schools with the higher concentration of educationally and economically disadvantaged children. It is hoped that this person will help establish a more workable relationship between the parents and the school. This person will investigate and recommend students to receive Federal assistance.

OTHER—WAIVER OF FEES

Title I funds will be used to pay school fees for the culturally deprived. The school-home social worker, teacher, administrator and county health and welfare officials will cooperate in seeking out, investigating, and determining for approval requests for Title I waiver of fees services. Students who qualify will have a waiver of required fees (instructional and book rental fee) and all other approved fees. This service will be available to students who qualify during the regular school year.

Title
A Proposal to Improve Instruction in Reading and Language Arts

Project Budget
$138,003

Children in Project and Grade Levels

1,350	K-12

ESEA Staff
26 (plus 56 whose salaries are not paid by Title I funds)

ENGLISH—READING

As the children move into first grade, additional efforts will be made to improve their efficiency in using oral language. Efficient use of oral language is important in any program of beginning reading regardless of the approach being employed. With the language-experience approach, which is the approach to be employed in the Reidsville project, it is especially important because the materials to be read are actually developed from the child's own experience using his own language and his own meanings. Working in small groups under the guidance of the teacher, children will be encouraged to organize and express ideas about their own experiences. These will be recorded by the teacher in the language and vocabulary that the children use. This approach seems to offer a number of advantages. First of all, the vocabulary in the materials will already be part of the speaking vocabulary of the children.

Secondly, the experience dealt with in the language-experience stories will be the children's. Therefore, not only will meanings be clearer than they are in the standard instructional books but these language-experience stories should have considerably more interest value. The progression of progress in the primary and intermediate years with this approach will go from the child actively participating in the production and reading of group stories to the child producing and reading individual stories of his own. The next step would involve the child reading stories created by his peers and, finally, the child reading stories from the larger world of children's literature. The positive effects of viewing the child's stories as worthy products to be read by others are eagerly sought in this program.

Language-experience, as an approach to teaching reading, seems to offer a great deal for educationally deprived children who are at various stages beyond the initial one in their reading development. Consider, for example, the intermediate grade child who is reading at a primary level. Offering him the traditional reading fare for primary children has met with failure so many times that we may well wonder why schools and teachers persist in this attempt.

On the other hand, there seems to be many advantages implicit in the language-experience approach. The teacher begins with the child, his own interests, his own particular stage of language and reading development. After many real and vicarious experiences, the teacher begins to make written records of the child's perceptions of these experiences using his own vocabulary. In short, the child begins to gain increasing control of the basic word recognition skills using words that are already a part of his speaking and understanding vocabulary. The child is also reading materials of utmost significance to him because they were drawn from his own experience. Opportunities to expand the child's world of experience and reading skill are abundant to the knowledgeable teacher. Opportunities are also plentiful for teachers to work with children who have similar needs and interests in small group situations.

In the Junior and Senior High School

In the junior high years and beyond, a modified version of this approach has met with some initial success. Although a great deal of work is yet to be done, the learner's purpose in reading has again been underscored as the critical factor in his reading progress. It would seem obvious, then, that more reading instruction at these levels needs to take place in the framework of materials, both fiction and non-fiction, where learners can find more identity and purpose.

Identity and the learner's purpose in reading were key principles in the establishment of a reading program at the Washington High School. The current emphasis in this program is now focused on helping teachers diagnose pupils' reading problems within the framework of materials students enjoy reading frequently. All the English teachers in this school are currently involved in the program. The next stage in the development of this program will include helping teachers prescribe specific steps to help students overcome these difficulties. The accomplishment of this task will, of course, require a considerable inservice effort.

OTHER—KINDERGARTEN

Initial efforts with this preschool program have indicated that this is a fruitful approach to improving the verbal functioning of the disadvantaged learner. Since the development and efficient use of spoken language is closely related to success in beginning reading, learning experiences in this program have been, and will continue to be, aimed at providing an increasing number of opportunities for children to use oral language.

Children who come from the most educationally deprived backgrounds will be selected to participate in this program. Kindergarten will be in session in each of three target schools. These are: Lawsonville

Avenue Elementary School, Branch Street Elementary School and Moss Street Elementary School. Two sessions will be provided each day in the above named schools. Each session will enroll fifteen (15) children. This will provide for a total of ninety (90) children.

The kinds of experiences that will be provided in the program include field trips; creative art experiences; construction-type activities involving a variety of materials; story experiences involving tapes, filmstrips, movies, and books read by the teachers. Music experiences will also be provided. Not only will these experiences broaden the child's view of his world, they will also provide him with countless opportunities for discussion and communication with teachers, peers and adults. A chief aim in this program will be to motivate children to use spoken language on a much broader scale than ever before.

Personnel required to insure proper functioning in this program will include one teacher and one teacher aide for each of the three kindergartens. The nature of the children to be selected for the program and the nature of the program itself seem to indicate that anything less by way of personnel would seriously hinder the program.

The schedule for the kindergarten program will be during the regular school term. Each kindergarten teacher will have a morning class of 15 children and an afternoon class of 15 children.

FOOD SERVICE

The food service program will be provided for the children in all of the target area schools. This activity will provide free lunches to economically deprived children for whom no other arrangements for lunches have been provided. Selection of children will be based on the inability of the family or school to provide lunches to the children in need.

GUIDANCE SERVICE

The guidance service activity will be provided for the children in the Booker T. Washington High School and the Reidsville Junior High School. The children expected to participate in this activity will be the children normally enrolled in these two schools.

The guidance activity will be conducted by a certified guidance counselor in each of the two above named schools. The objectives of this service will be to provide individual counseling and guidance for students and a program of inservice work with teachers to help them become more sensitive to meeting the needs of the students.

HEALTH—DENTAL and HEALTH—MEDICAL

The dental health program and the medical service activity of the Title I project will be provided for all students in the target area schools.

The health medical service will consist of initial screening by the school health nurse and referral of children to a dentist or physician if this seems necessary. This activity may also include a physical examination for economically deprived children and correction of minor defects which have a detrimental effect on the child's participation in school activities. This activity will have the administrative supervision of the Title I director and professional supervision by a licensed medical practitioner.

LIBRARY SERVICE

This service will be provided in all Title I target area schools. Title I librarians are provided in the Moss Street Elementary School and Lawsonville Avenue Elementary School. Library aides are provided at Booker T. Washington High School, Moss Street Elementary School, Reidsville Junior High School and the Lawsonville Avenue Elementary School. This activity is also supplemented by the addition of an education media center, to provide support to the instructional program by coordinating the use of audiovisual media and equipment.

The need for educationally deprived children to improve their performance in reading and the language arts will be given support by the services of the library. Library service to the pupils will be guidance in reading, listening and viewing, reference and research, and instruction in library skills with emphasis on the use of libraries and materials to expand the child's experience and reading skills.

STOKES COUNTY BOARD OF EDUCATION

Project No. 68-0154

Title

Reading Program with Supplementary Activities

Project Budget

$222,446

Children in Project and Grade Levels

1,696 1-12

ESEA Staff

61

ART

Our project is a reading program with supplementary activities. One of the supplementary activities is art. The reason for including art as a supplementary activity is that the pupils who are reading below grade level need something other than instruction in reading. They need motivation, the opportunity to be creative, experiences that will improve their cultural background, and an experience that will give them a feeling of accomplishment. Art, we feel, will provide these needs.

Four of the schools are employing art teachers. In these schools, the pupils participating in the program not only benefit as indicated in the foregoing paragraph, but they actually are helped in reading. They are encouraged to read stories and then express their feelings or interpretations in their art. The art teachers assist the pupils with their selections in reading. Furthermore, the work that a group is doing in art creates interests that prompt the students to read more. Often a student performs well in art and thus his self confidence is boosted. He then goes back to the classroom encouraged to try harder. Finally, the art teachers take the better students, leaving the "slow readers" with the classroom teacher for special work in reading.

ENGLISH—READING

The primary activity of this project is reading. We are seeking to bring better education to the educationally disadvantaged student by undertaking a comprehensive reading program geared to help eliminate the primary learning difficulty, reading. We are employing aides to relieve the classroom teacher of many clerical and other time-consuming non-teaching chores. This gives the teacher more time to provide individual help and guidance. The aides can supervise the non-ESEA pupils while the teachers work with the poor readers.

Three of the schools are employing reading teachers in lieu of an art or a music teacher, the high schools are also employing a reading teacher. This teacher takes small groups of poor readers from the regular classroom for special instruction. She helps in the selection of library books and supplementary books that are to be purchased; she also works closely with the children in assisting them in selecting books from the library shelves.

Because of the importance of the library as an integral part of a reading program, we propose to employ librarians in each of the participating elementary schools. The librarians work closely with the teacher, they help in selection of books, conduct story hours, show filmstrips, play records, and teach the students how to use the library. This is done for the ESEA children in small groups. They (the ESEA children) are not brought into the library with a class to "take a back seat" while the better students get the benefit of the library services. Sometimes the librarian will have a group of the better students while the classroom teacher is working with a group of the "poor readers."

This year we have employed a person designated as "coordinator of evaluation." This person will spend most of his time in the schools working closely with the school personnel, helping in the successful implementation of the project by observing, suggesting, and encouraging.

We have multi-level reading materials, controlled readers, and other materials that will make possible the progress and interest on the part of the child.

MUSIC

Music is a supplementary activity of the reading program. The educationally disadvantaged and the economically deprived children are victims of social and cultural deprivation and begin school ill-equipped to cope with the most elementary learning skills. They are completely unreceptive to the world of books and reading. Through the music program, some of the most inhibited students are reached. They can find release through this media, and new interests and appreciations are cultivated.

There is no facet of music that can be completely divorced from reading. Music and literature, both divisions of the fine arts, enjoy a meaningful interrelationship due solely to their close kinship. From the emphasis placed upon the historic phases and current trends in music, the student is motivated to turn to the written page to learn more. Along with the songs sung or played, stories and anecdotes about them are presented. The songs give meaning and understanding to the stories.

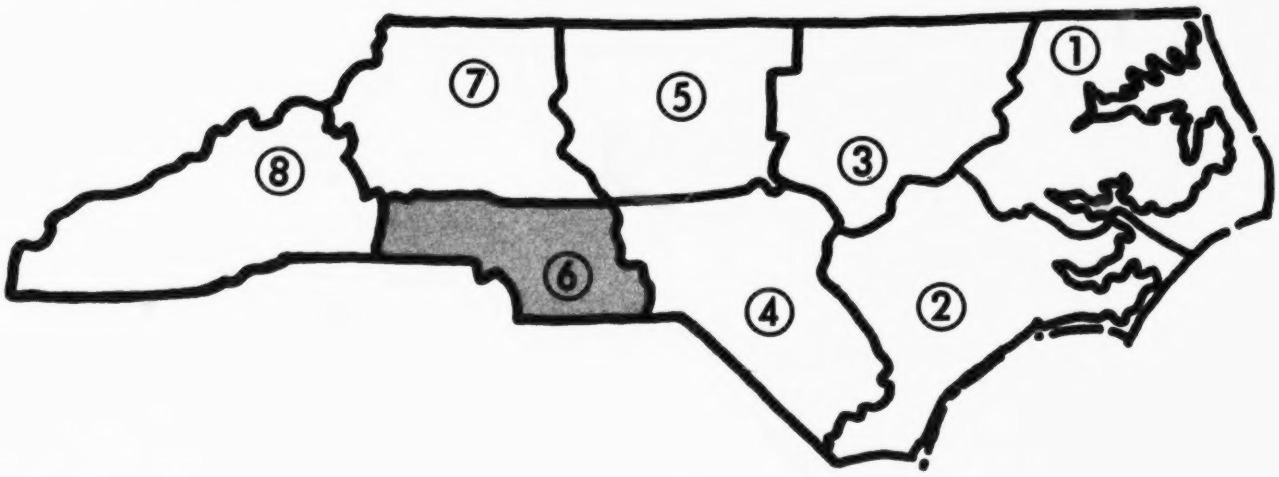
Through the teaching of music the student has the greatest chance to train auditory senses to hear and psychological being to accept these differences in sound. These same physical and mental processes must function in reading. Thus, reading and listening skills are developed.

Music offers the child the opportunity of self-expression; opens doors to new experiences and interest; gives him a chance to perform with some degree of success, maybe out-perform others, thus giving him a feeling of accomplishment.

In the schools employing music teachers, the ESEA children go to music in small groups, thus they do not have to "take a back seat" while a "good" student receives most benefit. At other times the other students may be with the music teacher so that the classroom teacher can work with the ESEA group. Occasionally the music teacher takes both groups together for two reasons; (1) to let the "poor" student feel that he is a part of the whole group and not in the "dumb" class and (2) to practice songs with all participants together to achieve the best performance.

Since there is no opportunity for the students on the north side of the county to participate in a band, we plan for the music teacher employed at North High not only to offer choral music to the students at North High but also to offer band at the high school and at the elementary feeder schools. There are no fees charged and band instruments purchased with local funds are furnished to those economically deprived. It is believed that this will be an effective method in creating and retaining interest on the part of the children.

TITLE I PROJECTS APPROVED FOR 1967-68



SIXTH EDUCATIONAL DISTRICT

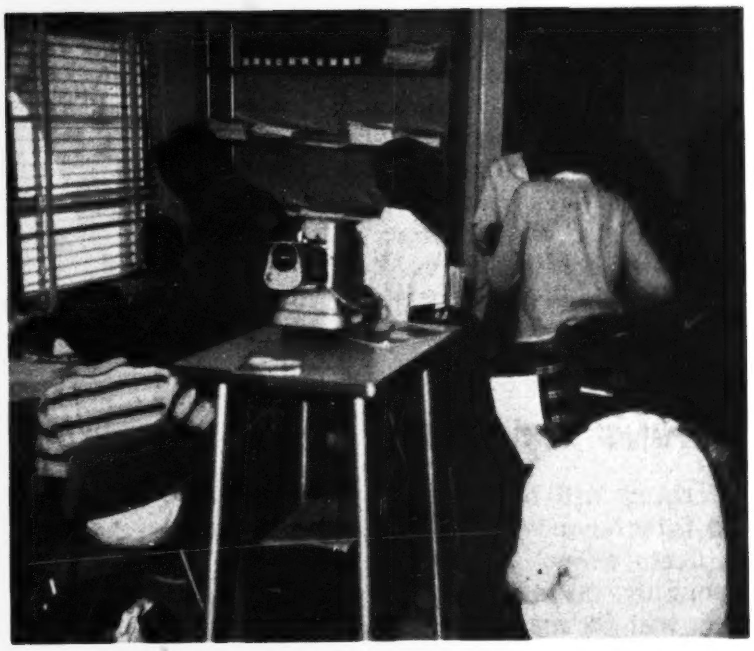
ANSON COUNTY BOARD OF EDUCATION
CABARRUS COUNTY BOARD OF EDUCATION
CONCORD CITY BOARD OF EDUCATION
KANNAPOLIS CITY BOARD OF EDUCATION
CLEVELAND COUNTY BOARD OF EDUCATION
KINGS MOUNTAIN CITY BOARD OF EDUCATION
SHELBY CITY BOARD OF EDUCATION
GASTON COUNTY ADMINISTRATIVE UNIT
CHERRYVILLE CITY SCHOOLS
GASTONIA CITY BOARD OF EDUCATION
LINCOLN COUNTY BOARD OF EDUCATION
LINCOLNTON CITY SCHOOLS
CHARLOTTE-MECKLENBURG BOARD OF EDUCATION
STANLY COUNTY BOARD OF EDUCATION
ALBEMARLE CITY SCHOOLS
UNION COUNTY BOARD OF EDUCATION
MONROE CITY BOARD OF EDUCATION

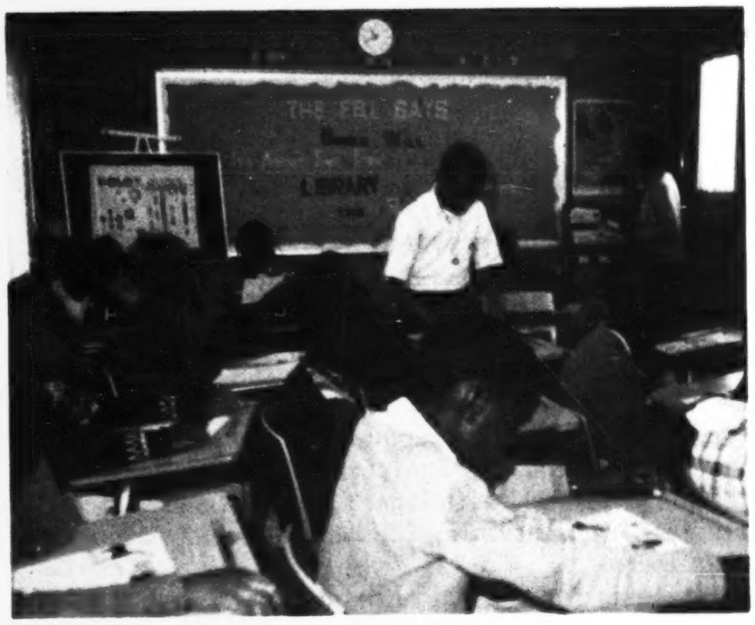
Title
Attacking Reading Problems

Project Budget
$474,868

Children in Project and Grade Levels
2,992 1-12 and ungraded

ESEA Staff
86 (plus 82 whose salaries are not paid by Title I funds)





CULTURAL ENRICHMENT

This activity is planned to offer children the opportunity to develop an understanding and appreciation of musical activities through participation in choral groups, glee club and band. Locally employed personnel will direct these activities.

Band instruments and musical supplies are included as part of this project for children who normally are unable to participate in band because of the cost involved.

The project provides for field trips and admission to musical and other cultural opportunities that are available in the general area during the term of the project. These trips will include things that will enhance cultural, educational and social understandings.

All cultural activities will be correlated with the regular classroom program by involving the classroom teacher in planning and carrying out the activity. Sufficient materials and aids will be provided to assure an effective program.

Field trips will include trips that teachers think will benefit pupils, such as going to the airport, train station, courthouse, industrial operations, civic center, etc.

ENGLISH—READING

Emphasis will be placed on reading in grades 1-12. One reading teacher will be employed at each of the seven qualifying schools to coordinate the reading program, working with the classroom teacher and small groups of children.

A reading laboratory will be maintained at each school for diagnostic, remedial, and enrichment purposes. A prime objective of this activity will be individual motivation for self-improvement.

The project provides for 21 additional teachers (including reading teachers) to reduce the pupil-teacher ratio in order that greater emphasis can be placed on improvement of reading skills.

A wider use of supplementary materials for motivation and instructional purposes will be included in this project activity. Programmed and individual reading programs will be used for children who cannot benefit from the basic reading program. Teacher aides will be used to allow the regular classroom teacher more time to plan and execute the reading program.

The library will play a larger role in motivating self-improvement of the student. The activity plans for attack on reading vocabulary at all levels by all teachers.

ATTENDANCE SERVICE

There has been a sharp increase in the number of pupils from low-income families who are not attending school regularly and who have withdrawn from school or are on the verge of withdrawing from school. In most cases the reasons for poor attendance are causes other than food, health, clothing, or educational opportunity. Local school administrators indicate that the lack of aspirations and poor attitudes toward school and education are factors. In some cases the parents of the children fail to recognize the necessity for a basic education for their children, and offer little encouragement to them.

This project amendment proposes to add an additional attendance counselor to assist in solving the dropout and attendance problem among eligible children. The counselor will visit and counsel with pupils who have poor attendance records, and with their parents. Every effort wil be made to improve the schools' holding power. Pupils who have withdrawn will be visited and efforts will be made to re-enroll them in school.

CLOTHING SERVICE

Clothing will be provided for the needy when this need interferes with learning, causes embarrassment, or affects school attendance. Clothing needs will be thoroughly investigated by school personnel and an effort will be made to improve family initiative and responsibility in caring for the children.

This activity will be implemented by nurses and the attendance counselor. It will be coordinated with existing welfare agencies in the area.

FOOD SERVICE

Lunches will be provided for the eligible student when lack of food is found to hamper learning. A food service coordinator is provided to assure the quality and overall use of the cafeterias and to free the principal for full-time instructional supervision. The food service coordinator will plan menus, purchase food, supervise preparation of food, keep cafeteria records, and manage personnel. The coordinator will work jointly with the principal and cafeteria managers in maintaining the best and most economical food service.

Provisions for clerical assistance is included in the project. Twenty percent of the supervisory and clerical costs will be paid locally to offset costs of services to nonparticipating schools.

GUIDANCE and COUNSELING

This project proposes to provide one counselor to work with eligible children attending target schools. He will provide educational and personal guidance as needed by eligible children, using all available test data and assembled school data in offering this service. His duties will also include supervision of the testing program for eligible pupils in grades 7-12 and in assisting in the transition of pupils from feeder union schools to the senior high school. This activity should help reduce the dropout rate existing between feeder and senior schools and help in improving the attendance of eligible pupils.

The counselor will assemble and dispense information pertaining to post school educational training and work opportunities for educationally deprived students and assist in making contacts for prospective training. Efforts will be exerted to improve pupils' aspirations and attitudes toward school.

HEALTH—MEDICAL

The project provides the services of two nurses to screen, refer, and coordinate health services for eligible children in schools. Treatment, drugs, and corrections will be provided where needed.

Nurses will help in determining the food and clothing needs of children by supplying information gained through visits; they will work with teachers in improving personal hygiene of pupils; through referrals to appropriate professionals, they will arrange for correction of defects found in screening process (including necessary travel for needed services). Nurses will work with the attendance counselor in trying to reduce absences due to health reasons.

All services will be closely coordinated with existing agencies in the area to avoid duplication of services or conflict of responsibilities.

LIBRARY SERVICE

Librarian will plan the use of the library facility, in conjunction with the principal; purchase books and supplies; coordinate library use and instruction; and be responsible for maintaining library records. This project provides for necessary supplies and materials for operating libraries.

Title

A Program to Provide Preventive and Compensatory Educational Opportunities through a Variety of Coordinated Approaches Designed to Strengthen the Ability and Increase the Achievements of Economically Deprived Children in the Areas of Language Arts.

Project Budget

$161,713

Children in Project and Grade Levels

625	1-9

ESEA Staff

38 (plus 73 whose salaries are not paid by Title I funds)

CULTURAL ENRICHMENT

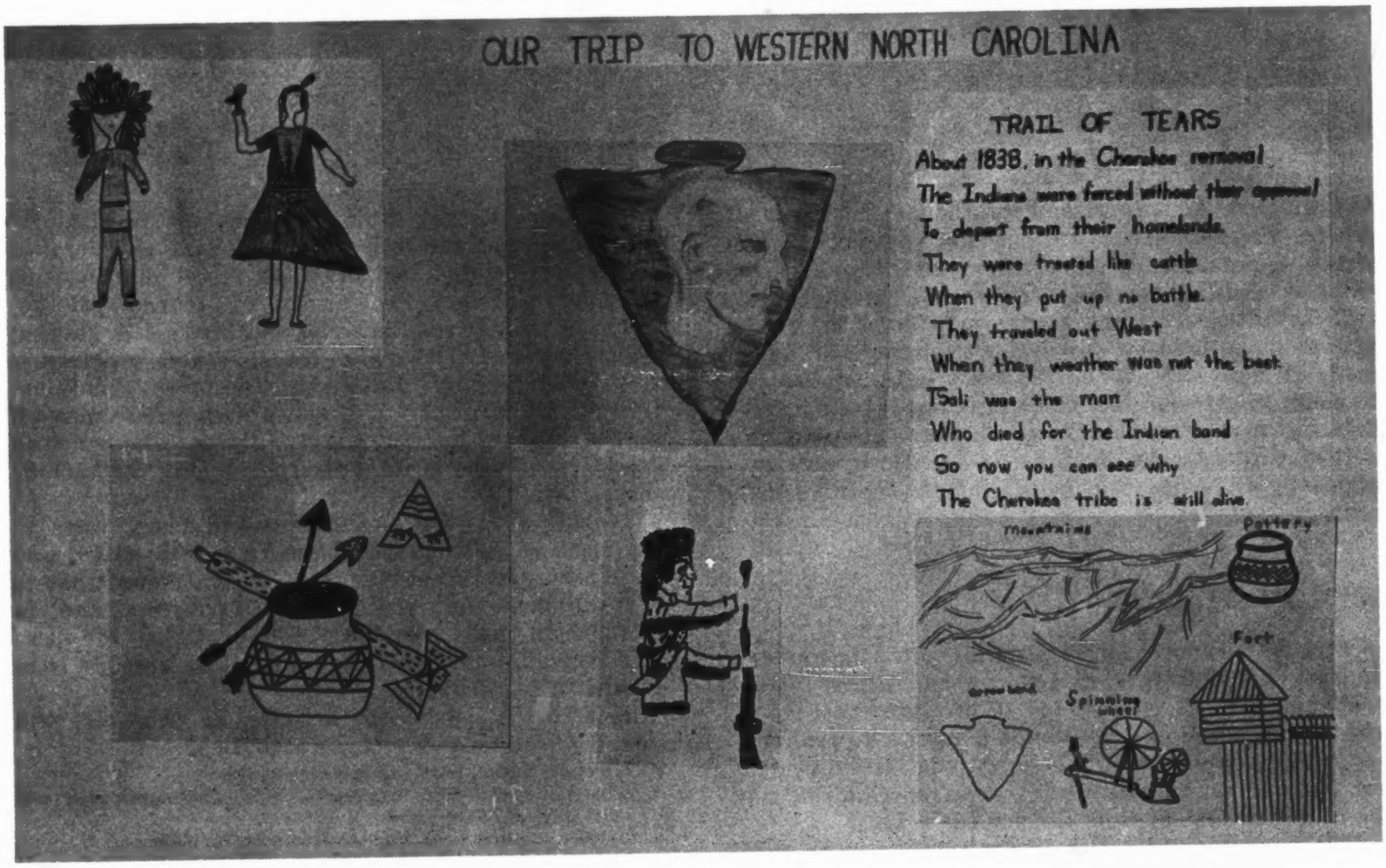
Expanded and additional experiences in enriched living for economically and culturally deprived children, though comparatively small, can make a significant and observable difference in the growth and development of their social, emotional, and intellectual motivations and strengths, and, consequently, in their educational competencies.

The activities included in this instructional area are focused on enhancing the visual quality of the school environment, widening the experiences of children, providing cultural enrichment experiences, helping children gain familiarity with traditional cultural symbols, stimulating in them an awareness of their environment—both natural and made-made—with conscious efforts to encourage individual sensitivity to beauty and orderliness. Experiences in oral language stimulation including listening experiences, creative writing, the arts, music, and literature appreciation, will be designed to encourage the individual to express his ideas; and thereby, become a creator as well as an appreciator of those things which enhance and enrich his life and living.

Staff members with abilities, talents, and interests in the arts and music will have specific assignments in the development and implementation of these experiences for children. Teacher aides who have training and experience in art and music will work under the supervision of the teacher and other available resource personnel in providing activities in these areas.

The number of staff members involved in this instructional area will be approximately 100.

Activities and experiences will be designed to encourage all participating children to contribute actively



TRAIL OF TEARS

About 1838, in the Cherokee removal
The Indians were forced without their approval
To depart from their homelands.
They were treated like cattle
When they put up no battle.
They traveled out West
When they weather was not the best.
TSali was the man
Who died for the Indian band
So now you can see why
The Cherokee tribe is still alive.

and to grow in appreciation of the contributions of others. These activities will provide both physical and visual approaches, enabling the culturally deprived child to capitalize on his own cultural "strengths."

In activities centering around art, the child may be able to make tangible his own experiences through a mode of expression which enables him to express and to communicate his feelings. Activities which involve creating and producing with concrete materials, together with a feeling of having succeeded, can substantially influence the growth of the positive self-concept.

ENGLISH—READING

This is a comprehensive program providing special educational assistance in reading and other related language arts. It is designed to broaden the base of reading instruction and provide a more effective educational climate so that the educational attainment of economically and educationally deprived children may be raised to that appropriate for their ages.

The initial consideration in the program is to make an honest effort to formulate the best possible instructional plan for each child. Following an appraisal of the interrelated factors which might influence his learning efficiency, a variety of coordinated approaches to improve his skills and interest in reading will be utilized. The major thrust of this program is to prevent reading disabilities. Therefore, concentration will be in grades 1, 2, and 3 with follow through in the 4th grades for those children who received special assistance in the 3rd grade during the 1966-67 school year.

Teacher aides have contributed in many ways to the measurable progress of the Title I objectives and have been a very potent factor. It is believed that to help children improve their self-concepts and to strengthen their confidence the provision of these auxiliary staff members is justifiable as a major component of the program.

This instructional area activity, as proposed, will consist of the following major activities:

- **A demonstration teaching-learning center**
- **A two day workshop for teacher aides and continuous sessions throughout the year**
- **Planned reading workshop sessions with teachers**
- **Assistance to parents in helping their children**

CLOTHING SERVICE

The objectives of this activity are:

- **To enable children to attend school with protection from the natural elements and with reasonable physical and mental comfort**
- **To meet this particular physical need of children and thereby attempt to increase their school attendance and to improve their own self-image through improved personal appearance and through a feeling of knowing that "someone cares"**

FOOD SERVICE

The objectives of this activity are to improve the nutritional status of economically deprived children and, thereby, to improve their emotional health as well.

Participation in the lunchroom provides a very important facet for improving human relations. Certainly few school experiences are more traumatic for a child than not being able to eat when others are eating. The lunchroom situation provides a very conducive atmosphere for social conversation and the "breaking of bread" together is one of man's most unifying human experiences.

Improved alertness, the development of positive attitudes, increase in physical, emotional, and mental stamina, and increased school attendance are among the types of changes hopefully anticipated.

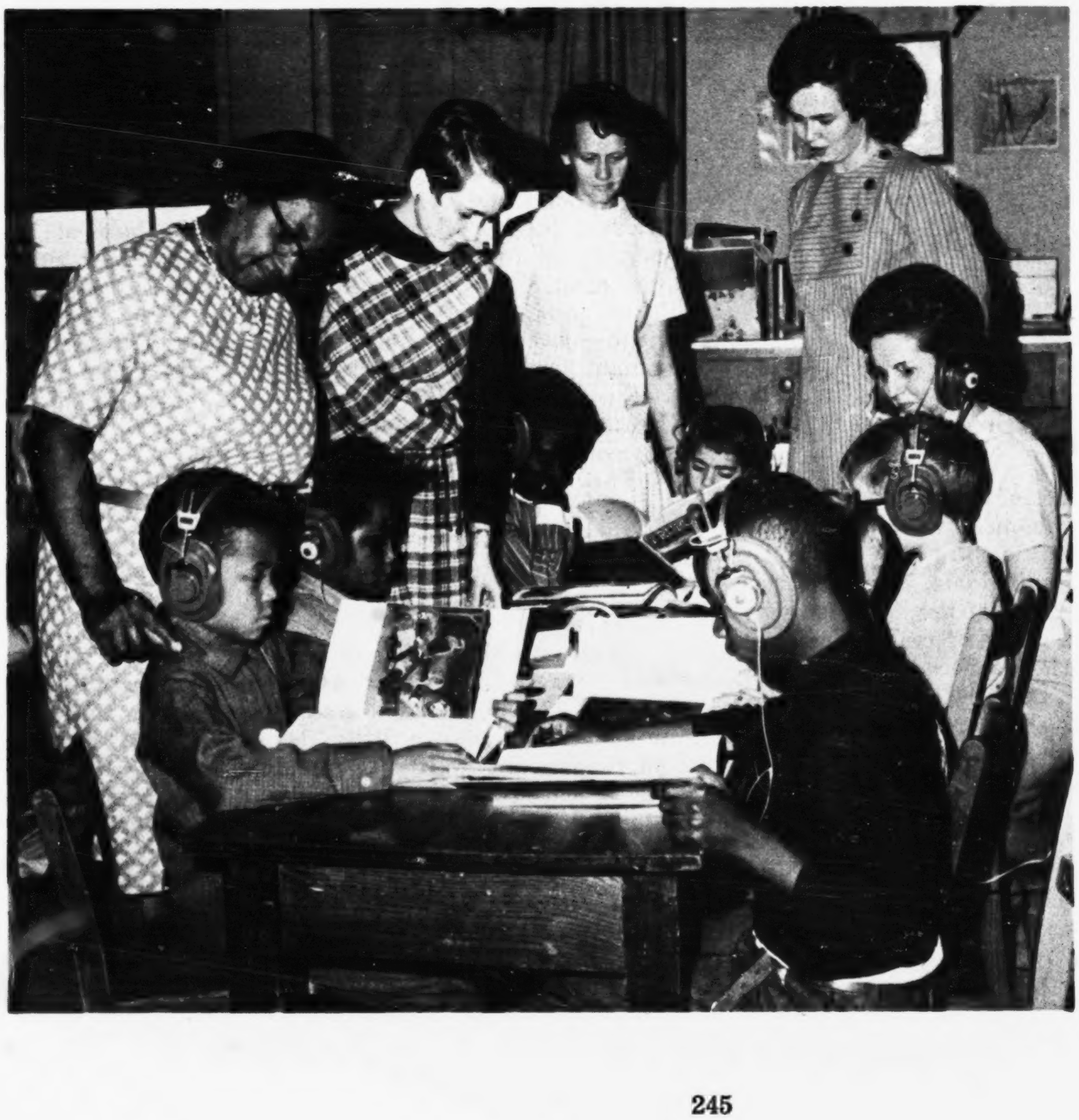
HEALTH—DENTAL

Since the Cabarrus County Schools employ a school dentist, this service is designed to care for emergency dental needs only of the economically deprived children.

The objective of this activity is to relieve the child's sufferings and to enable him to attend school.

HEALTH—MEDICAL

The objectives of this activity are to relieve pain and to prevent the progress of illness if possible; to enable the child to attend and participate in learning activities; to secure a diagnosis and, if indicated, referral to another resource for further treatment; and to improve and maintain the health of children.



SCHOOL SOCIAL WORK

The objectives of this service component of the project are:

- **To help children to make greater progress in school by providing a continuous and direct line of communication between the home and school**
- **To involve parents in the education of their children by helping them to see ways that they can help their children to increase their feelings of self-respect**
- **To give teachers a realistic overview of the home environments of children which relate to their school experiences**
- **To attempt to bring the full resources of the community to bear on the needs of children**
- **To motivate parents to try to find help and to help themselves in alleviating some of their problems**
- **To stimulate a community awareness of the needs of families and particularly children from the poverty situations**

The school social work aide will work as a liaison person between the school staff and the parents with the encompassing goal of helping the child to progress toward his maximum potential.

This activity is based on the premise that most parents can and will assist in helping their children gain an education to the degree that they are involved and understand both the process and the value which it holds for their children. The corollary premise is that the school staff will be able to adjust, modify, and strengthen the school's offerings to the children by having some undertanding of the children's home environment.

TRANSPORTATION SERVICE

The transportation service component is to provide transportation costs for children from low-income families so they can accompany their class groups on field trips when commercial carriers are used and when funds are available from no other source.

By this activity we hope to extend the experiences of children beyond the four walls of the classroom and stimulate their language experiences of talking, listening, writing, and reading.

CONCORD CITY BOARD OF EDUCATION

Project No. 68-0017

Title
Improvement of Communicative Skills

Project Budget
$80,930

Children in Project and Grade Levels
300 2-6

ESEA Staff
12

ENGLISH—READING

Beginning with diagnosis of reading deficiencies of approximately 300 of the most educationally deprived students, the program will build on the strengths and interests of individuals. These children need to overcome learning handicaps in reading—both in skill abilities and in range of reading interest. They need instruction with teachers who have exceptional competencies in teaching reading and a deep sense of commitment to children.

To improve the reading level of these students corrective instruction in reading will be provided by employing four qualified remedial reading teachers. The classes will devote time to personalized reading, word attack and word meaning, and development of comprehension skills in oral and silent reading.

ENGLISH—SPEECH

Even though there is an apparent weakness in almost every academic area, the most pressing need for these educationally deprived students is the improvement of the communicative skills. These pupils cannot communicate effectively because they lack skills in listening and observing, speaking and writing. Although these children spend about one-half of the school day listening and observing, they show weaknesses in following directions, understanding explanations, and classroom participation. They manifest little reasoning and quantitative thinking. Often they cannot verbalize their ideas and feelings. These pupils scored below grade level in word meaning on the standardized test results. They have restricted background experiences.

They need to become more aware of their environment so that, basically, they can see more, hear more, and feel more, and have experiences which will contribute to their effective functioning as members of their school group and families, and members of society.

These students need to improve the legibility of, and interest in, writing which is an important link in the communicative area. Observation of these students has shown little desire on their part to participate in written communication. Their work shows carelessness of legibility and writing forms. Many of them cannot write correct sentences in the English language.

OTHER—TEACHER AIDES

The project designed to improve communicative skills for educationally deprived students will employ three teacher aides. These helpers will "free the teachers to teach" and do the work for which they are trained.

Clerical tasks for which the aides are responible include: preparation and duplication of instructional materials, typing narrative comments on written reports to parents, reporting attendance, doing errands, typing correspondence, and mimeographing newspapers.

Housekeeping tasks which the aides will perform include: helping to set up classroom exhibits and display individual student's work, cleaning up after lessons have been completed, providing first aid in case of injuries, maintaining proper supply levels, requisitioning additional supplies as needed.

Aides will be responsible, under teacher's guidance, for performing other duties such as: correcting objective type tests; supervising the administration of tests in such areas as spelling; monitoring small group and individual learning activities; maintaining pupils' cumulative records; supervising lunch or playground activities; running projection equipment for class lessons; assisting in role playing, puppet shows, choral reading, story telling, and dramatization.

FOOD SERVICE

Staff members anticipate that their program will improve the communication skills of educationally deprived students by meeting their need for better nutrition. Research shows that many of these pupils do not receive sufficient food for well balanced meals in their homes. Positive attitudes of students toward school are often encouraged by providing free lunches for those who do not have money to buy lunches. Statistics point up the fact that a properly nourished child is far more receptive and capable than an undernourished pupil.

In this project one balanced meal a day will be provided for approximately 50 of Concord's disadvantaged pupils. Other funds will help support the food service program. Efforts will be made to develop good eating habits. Emphasis will be placed on appreciation of the nutritional value of different kinds of food. Word experiences will be increased by associating the food items and other related experiences with the communicative skills development.

HEALTH SERVICES

Health services will be provided for students who need these services to help them improve communicative performance. Visual and hearing needs will be identified at the beginning of the school term, and services of certified doctors will be obtained. The Winchester Eye Machine will be made available to teachers to screen pupils eyes. Glasses will be purchased for students who need them.

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Speech and dental services are provided through the regular school program.

LIBRARY SERVICE

Educationally deprived children need to have experience in libraries with trained personnel. These students show weaknesses in taking directions; in having the "know how" to find resources, locate material or information; and in participating in any form of independent study. Failure in this makes success in other curricular areas difficult. Individual needs and difficulties cannot be adequately met unless a librarian is available. Three full-time librarians will be employed—one for each of the schools for which the program of improving the communicative skills is designed.

The interest and ages of the students will be considered when planning the program to help children know how to use academic tools.

KANNAPOLIS CITY BOARD OF EDUCATION

Project No. 68-0119

Title

Reading Skills Improvement Project

Project Budget

$94,869

Children in Project and Grade Levels

840 K, 2-10 and ungraded

ESEA Staff

22

ENGLISH—READING

This program is conducted by teachers who were especially trained for this work at Appalachian State University and the North Carolina Advancement School. Each teacher is assisted by a teacher's aide. Reading clinics have been established and equipped at each eligible school.

The specific objectives of this program shall be

- **To identify through objective tests, clinical and diagnostic methods, and teacher observation, those pupils who are six**

months to two years behind their reading expectancy level.

- **To provide for pupils so identified a reading improvement program, on both the remedial and developmental level, that will afford them an expanded opportunity to overcome their reading disability.**
- **To improve the self-image of the educationally deprived pupil through the acquisition of new skills, and replace the frustration of constant failures with a new and improved attitude.**

OTHER—KINDERGARTEN

The objective of this activity is to provide a preschool program which will enrich individual and group experiences and give pupils a better background for beginning first grade studies.

Activities of the summer program will be designed to give children experiences which will overcome their deficiencies in reading readiness, and prepare them for a successful beginning in school.

OTHER—TEACHER AIDES

Teacher aides are to be employed as an activity of the program. During the regular school year aides will assist with routine duties in both the reading clinics and in the regular classroom developmental reading program. Aides will be assigned such nonteaching duties as grading papers, typing, keeping records, operating duplicating machines, and rendering other assistance to teachers within their realm of capabilities.

FOOD SERVICE

This service is to be carried out in conjunction with the preschool summer program. The purpose of this service is to provide a mid-morning snack to the enrolled children. Milk, fruit juices and cookies are illustrative of the type refreshments to be served. One catered lunch will be served to the students while on the field trip to Charlotte.

TRANSPORTATION SERVICE

As a part of the preschool summer program, it is proposed that a field trip be made to the Charlotte area. Children will be transported to Charlotte by train and return to Kannapolis by bus. The proposed itinerary includes a tour of the Mint Museum, the Nature Museum, and Freedom Park.

Objectives of this activity are to provide the preschool children with a travel experience, a cultural and educational experience, and a planned recreational experience.

Title
Readers Reprieved

Project Budget
$382,835

Children in Project and Grade Levels
1,480 1-9

ESEA Staff
71

ART

The need for an art program was realized after many requests were made by the teachers. It was observed that the students in the project schools needed to develop a greater appreciation for art, and to participate more in art activities.

The art program should help the children express themselves; become familiar with the manipulation of materials; develop independent attitudes towards creativity; learn to see, feel, hear, and touch; develop a greater power to interpret; and become keener observers.

Since the first art supervisors began their work with excellent results in the summer school program of 1967, it is expected that the program will add to the enrichment of the children's cultural experiences in the eight eligible schools during the project year.

ENGLISH—READING

Grades 1-3

It is evident from scores made on standardized tests by students in the project schools that there is a dire need for a strong developmental reading program in the primary grades.

The developmental program described herein is based on the following concepts:

- **That with an effective developmental program in the early grades, the need for remedial work will be less in the upper grades.**
- **That such a program will help to make reading an integral part of the total educational program and provide reading experiences and activities appropriate to the needs and interests of the pupils rather than being dictated by time and grade.**
- **That a developmental program is flexible, continuous, and comprehensive and also encompasses diagnosis and remediation, thus providing and maintaining maximum progress for all levels of pupils.**
- **That reading is a developmental process and must be treated as such if success is to be achieved.**
- **That there should be a strong readiness program to supplement the Head Start Program.**

Grade 9

The developmental reading program will be initiated in the two project high schools in the fall of 1967. Test results indicate (and teachers agree) that one of the major reasons for a student's scholastic difficulty is his inability to read and comprehend the printed word properly. This is true of the students bound for college as well as the students who will complete their formal education at the end of high school. Spring test results revealed that the median grade placement for rising ninth grade students in the project schools is slightly below seventh grade level in total reading achievement. Realizing these needs, the ninth grade developmental program is designed with the following objectives:

- **To increase each student's rate of reading.**
- **To improve each student's comprehension and efficiency.**
- **To enlarge each student's vocabulary.**
- **To improve each student's total reading skill.**

MUSIC

Since many of the children in the project area come from culturally deprived backgrounds, the majority of them have a negative attitude toward school and education. They also need cultural enrichment. It is felt that by providing professional help in music, a more enjoyable atmosphere for learning will be created and the cultural level of the children will be raised.

PHYSICAL EDUCATION

There is a dire need for an adequate physical education program in the eligible schools. Many of the teachers feel that they need help in planning and carrying out an effective program that will meet the needs of all the students. Two physical education directors will be employed for the project year. They will maintain scheduled itineraries in the six eligible schools in grades one through eight and continue the administration of the program through close cooperation with the classroom teachers.

Only a limited number of items will be purchased this year. Equipment for various games and physical activities are already on hand and will be used.

The directors will work with the classroom teachers and supervise the physical education program, discussing methods and procedures that might be used to make a better program. Since it has been noted that the teachers needed help in the instruction of physical education activities, workshops will be set up as needed by the physical education directors. The program will be fitted to the most pressing needs of the children and will contribute to their better physical health and social stability.

OTHER—SPECIAL EDUCATION

Most of the mentally retarded children in the eligible schools are now in the regular classroom where emphasis is on the acquisition of academic skills. This is the area of greatest disability for the educable retarded child. While the teacher may provide the educable retardate in the classroom with instruction and instructional materials at his ability level, if he compares his school activities and achievement with the rest of the children in the class, he cannot help but look at himself as a failure, become frustrated and discouraged, and then react to the feelings of inadequacy.

We propose to provide instruction whereby the educable mentally retarded children can be educated to the point that they are employable and capable of at least partial self-support. In these special classes, learning will be more concrete in its approach than abstract; success rather than failure will be achieved; more time, which is a necessity, will be permitted for the necessary learnings of these children. Programming for the educable mentally retarded children will consist of emphasis in the following areas: language arts; science and social studies, including health and safety; and creative and practical arts and crafts. Goals of this program will include for each pupil the fullest possible personal development, academic growth, social responsibility, and economic independence. Emphasis will be placed on firsthand experiences.

ATTENDANCE SERVICE

There is a great amount of absenteeism among students in the Title I schools. It is felt that much of this absence could be prevented with proper counseling of both parent and student. Therefore, this service is provided to combat absenteeism and some of the apparent apathy of parents toward keeping their children in school.

FOOD SERVICE

Since a good number of pupils involved in the Title I program in the eight project schools, grades 1-12, are without financial means to purchase a school lunch daily, it is felt that the need to provide free lunches to approximately 200 pupils is urgent. In addition to financial help from local charitable and civic organizations, funds will be needed from the Title I program to aid these needy children. Those receiving free meals will be selected on the basis of greatest need and the recommendation of the social worker, welfare department, or personal knowledge of the teacher or principal.

SCHOOL LUNCHES TEACH GOOD FOOD HABITS
THE BODY NEEDS
ENERGY
GROWTH
MAINTENANCE
LEARNING

HEALTH—MEDICAL

Funds are budgeted in the 1967-68 project for diagnosis and correction of physical defects of children, grades 1-8, in the six project schools in the Title I program. T. B. Tine Tests will be administered to all children who will not get the test from other sources. The Titmus Vision Tester will be used for further screening of pupils who will be referred to the school health aide by the classroom teachers. When necessary, audiometer tests will be made by the school health aide. Any student needing further attention will be referred to his family doctor, a specialist, or a doctor selected by his family. Parents will be given the opportunity to select the particular physician whom they desire to provide the required service.

Medical services will be paid under Title I for those students whose parents are not financially able to take care of these expenses and who cannot secure these services from other sources. The school health aide shall submit an annual report of her services to the office at the end of the school year. She will work with the health program in the fall as long as needed, and spend the rest of her school year as a classroom aide.

LIBRARY SERVICE

In the six eligible elementary schools there are no State allotted librarians. Librarians will be furnished in these six schools with Title I funds. If librarians are placed in these schools, no teacher will have to serve as a teacher-librarian, as was the situation before the Title I project was approved in 1966. With this service all teachers will be able to spend full time on teaching activities.

SCHOOL SOCIAL WORK

One social worker will work with the children in grades 1-12 in the eight eligible schools and with eligible children in the non-Title I schools. She will help to interest both the child and parents in improving the cultural and social aspects of the home. Her duties will also include helping secure the physical necessities for children, such as food, clothing, and medical attention. She will make referrals to the county health office or selected physicians as necessary.

OTHER—INSERVICE TRAINING

Inservice work will be required of all teachers, principals, and teacher aides involved in the Title I project. These sessions will be held periodically throughout the project year in order to achieve the following objectives:

- **To train teachers and aides to use materials and equipment effectively.**
- **To help teachers obtain new ideas to improve the skills and abilities of the students.**
- **To provide the opportunity for teachers to express their needs and opinions concerning the Title I program.**
- **To guide inexperienced teachers.**

KINGS MOUNTAIN CITY BOARD OF EDUCATION

Project No. 68-0139

Title
Language Arts with Emphasis on Reading

Project Budget
$98,127

Children in Project and Grade Levels

760	1-12

ESEA Staff
19 (plus 1 whose salary is not paid by Title I funds)

ENGLISH—READING

This project is a continuation of *Language Arts with Emphasis on Reading* begun in 1966.

Teachers will make greater efforts to concentrate on reading improvement. Teacher aides will relieve teachers from duties which are not instructional. The teacher will then have more time for instruction.

Materials and equipment obtained through Title I, Title II, NDEA, Headstart, and CSIP will be used for special purposes. Closer screening, grouping, and individualizing of instruction will be pursued. All the supplementary services will have a direct bearing upon the child's ability to improve in language and reading. Library services will help develop an independence in reading and a love for reading. Food services will improve the child's physical health, causing him to be more alert and educable. Clothing services will develop a more positive self-image, resulting in his readiness to learn language and reading. Health services, both dental and medical, will increase the child's overall healthfulness to the extent that he will feel like studying and learning. Guidance services will help the reluctant reader to solve his personal, school, and home problems and to gain a better perspective. Speech therapy will give the child, who needs such help, an even break so that he can feel successful and improve.

CLOTHING SERVICE

Clothing will be provided for pupils who are in need of such. Teachers will recommend pupils in need; investigations will be made; and needs will be met as far as possible. The attendance counselor will aid in determining needs.

The counselor will guide the eighth graders in their selection of courses for the ninth year; will give pupils guidance in development of good habits, self-control, self-confidence, sportsmanship, and loyalty; will counsel students concerning taking advantage of educational opportunities, forming good study habits, following school regulations, taking care of school property, and reducing tardiness and absences.

Funds are not budgeted for this service at the present time, and it is hoped that this service will be provided locally and placed under the direction of the ESEA project. If this is not possible, and additional funds are allotted to the project, this service will be added.

FOOD SERVICE

We plan to feed lunches to children who come from economically deprived homes. Title I, ESEA funds will be expended, within budgetary limits, only in payment for student meals. This will guarantee these children a balanced meal. Personnel and equipment for caring for this program will be that provided by regular school lunch programs.

GUIDANCE SERVICE

A guidance counselor will serve at Central School, which includes 666 seventh and eighth grade pupils and a special education class. This counselor will assist students with their academic problems, their personal problems, and their vocational or career-planning problems.

HEALTH—DENTAL

The nurse will check the students for teeth defects under the supervision and advice of a dentist. Upon finding a student needing dental attention, she will make arrangements to take the pupil to a dentist of his own choosing. The trip to the dentist will be made with the nurse and, if necessary, with the parent of the child. The teacher aides will also assist in providing transportation to the dental offices. Follow-up by the nurse will be made to insure good dental health.

The nurse and teacher will counsel children in good care of the teeth.

HEALTH—MEDICAL

One full-time nurse will be used to screen pupils, make referrals, confer with parents, advise parents, and administer to the physical needs of pupils.

The nurse, the teacher, and the doctor will see to the health needs of the students. The teacher will screen each child with assistance and direction by the nurse. Results from screening will be studied; follow-ups of needs made. Pupils will be counseled and made aware of the importance of good health. Films, panels, and resource people will aid in this effort to inform pupils about how to have and keep good health. Students needing medical help will be referred to the proper area for treatment. The student will be allowed to select the physician of his choice. Transportation for this service will be furnished by the nurse and/or teacher aide. The aide will also assist the teacher in screening students. Checks will be made to discover communicable diseases and other physical disorders.

LIBRARY SERVICE

Two librarians will be employed to serve in the seven eligible elementary schools. These librarians will supervise the work of library aides and direct technical work in processing, ordering, and accessing library books and materials. These librarians will work the same hours as teachers but their time will be scheduled proportionally to all seven eligible schools.

Six library aides will assist the librarians. One library aide will serve Kings Mountain High School. Another aide will serve Central School. Both of these schools are furnished full-time librarians. The remaining four library aides will serve Grover, North, Compact, East, Davidson, West, and Bethware Schools.

These aides, under the supervision of the librarian, will help in teaching library skills and will make appropriate library materials and services available to all pupils and teachers.

SPEECH THERAPY

There are approximately 90 pupils in the eligible schools who need speech correction. Speech correction will enable these pupils to benefit to a greater extent from participating in reading and all subjects. Most of these pupils have had speech correction during the summer Title I program.

The therapist will render diagnostic and remedial services. Both individual and group training will be given. An effort will be made to train the child to help himself by practicing remedial exercises he is taught.

Parent-correctionist conferences will be held by correctionist and parent. The parent will be informed of ways to help the child to help himself. The parent will work closely with the correctionist in order to produce a home climate suitable for improving the child's confidence.

SHELBY CITY BOARD OF EDUCATION

Project No. 68-0023

Title

Knock Out Dropouts—Phase IV

Project Budget

$128,881

Children in Project and Grade Levels

800 1-12

ESEA Staff

17 (plus 23 whose salaries are not paid by Title I funds)

ENGLISH—READING

Remedial reading will be taught on appropriate levels. Classes will consist of small groups of readers at any one time so that necessary individual help may be given.

Word recognition and analysis will be taught through teaching the child to recognize words at sight; to analyze words in context; to study word form, word structure and the picture dictionary. Methods in configuration and syllabication will be used.

Phonics and word structure will be taught through the use of oral and recorded sound—studying prefixes, suffixes and root words.

Comprehension and word interpretation will be taught through reading to get the main idea, to perceive relationships, to anticipate outcomes, to draw conclusions, to summarize and organize for the purpose of remembering, and through contextual guessing. The association of meaning with printed symbols will be taught through comprehension skills.

Vocabulary development will be brought about through the study of word meaning and use, and through drilling with new words which are used after being learned.

Spelling skills will be obtained through learning to spell and write a limited number of needed words. Dictionaries will be used for learning spelling and word definition.

Basic reading skills will be taught along with selecting data, making outlines, making paragraph headings, selecting main ideas, comprehending facts, following directions, organizing ideas, reproducing content, drawing conclusions and thinking independently.

The reading program will provide for:

- **Continuous instruction in reading skills for all pupils who are educationally deprived. Diagnostic test results will determine needs.**
- **Integration of reading skills with other communication skills (writing, speaking, and listening) by working with all language arts areas.**
- **Cooperative planning by all the teachers so that skills will not be overlooked. Team teaching and working with groups will be used.**
- **Guidance in free reading through assisting students in reading library books.**
- **Emphasis on using reading as a source of information, as an aid to personal and social development, and as a means of recreation. Materials outside of books such as signs, directions, announcements, programs, menus, games and puzzles will be used.**
- **Measurement of growth in skills by means of standardized and informal tests and by the study of the student's application of techniques in all reading.**
- **Correction or remedial instruction for retarded readers through grouping and giving individual help.**
- **Evaluation of uses of reading through study of the amount and quality of voluntary reading; study of effect on achievement in all school subjects; study of effect on the percent of dropouts; and through lists of independent reading.**

MUSIC

A music teacher will be hired at the junior high school to teach music and rhythms. She will work in this area with other teachers.

Major units of instruction include creative experiences in singing, listening, rhythmic activities, and the use of instruments. The units will cover music in recreation, music for special days, and music related to the curriculum. Basic techniques of music reading—which was learned earlier—will be employed. Attitudes and interests will play a part in determining procedure and course content. The children will be introduced to music theory.

A chorus will be organized which will emphasize vocal techniques, the skills of music reading, and the singing of unison and part music selected according to the background and abilities of the group.

Supplementary music materials, in addition to state adopted texts, will be purchased for enrichment, enjoyment, and acquiring music skills. The six areas of general music will be included in the junior high music program: listening, singing, rhythms, music reading, creativity, and instruments.

In cooperation with social studies teachers, the music teacher will help students become more enriched culturally by giving our cultural heritage more consideration and more value as a moving and developing force in our history.

This teacher and this course would do much to increase the holding power of the junior high school as it would give the youngsters an added incentive to stay in school by providing them with development of and an outlet for a latent creative talent.

OTHER—REDUCTION OF CLASS/ ADDITIONAL TEACHING STAFF

Four teachers will be hired and placed in needed areas to reduce the teacher load at the elementary school level. Our objectives are to overcome apathy of the underachiever in his early years; to establish good interpersonal relations, thus building up the ego of those who have a poor self-image; and to develop a positive attitude toward school while giving academic emphasis to reading improvement and language arts. Full use will be made of other curriculum areas as a means of making reading and other areas of language arts an integral part of the total curriculum in the self-contained classroom.

CLOTHING SERVICE

Money will be provided in the budget of the social service team for the purpose of buying clothing for needy children. Teachers will cooperate with the social service team in determining student needs for clothing. Many families haven't the financial means to cope with the trend of rising prices for clothing. Some students do not attend school because of lack of clothing—especially during days of inclement weather. The social service team will make home visits to indigent families and work with them on problems that affect their children, helping them solve the problems which come up.

Parents' permission must be received before children can participate in the clothing service. Parents may accompany their children with the social worker when selections of clothing and shoes are made.

FOOD SERVICE

We plan to hire and organize personnel, secure equipment and supplies to provide lunches for children who come from economically deprived homes. However, ESEA Title I funds will be expended, within budgetary limits, only in payment for student meals. This will serve the purpose of guaranteeing the students a balanced meal, and at the same time allow the schools to operate under a closed lunch period. As these students had no money for lunches in the past, they were allowed to leave school during the lunch period, usually to go home.

GUIDANCE SERVICE

An additional guidance counselor will serve at the senior high school. She will assist students with their academic problems, their personal problems, and their vocational or career planning problems.

Academically, the local board and school administration has expanded educational opportunities considerably prior to or without ESEA funds. An example of this is the employment of eleven vocational teachers and the provision of some courses designed for the college bound students. However, an expanded guidance program is needed in order to keep the educationally deprived students in school studying courses which will lead to jobs where they will be well-adjusted, productive citizens. One of our major needs at the senior high school is for a second full-time counselor to work with these deserving students.

She will counsel students concerning school rules and regulations, reducing tardiness and absences, care of school property, the importance of making good marks in school, character, industry, forming good study habits, protecting health, and taking advantage of educational opportunities. Also, she will counsel in character building areas such as habits, self-control, honesty, loyalty, sportsmanship, thrift and self-confidence.

Elementary school guidance is the primary responsibility of the classroom teacher. An increasing amount of information concerning jobs, employment and the professions will be used in the elementary school to broaden horizons of pupils as a means of giving them hope for self-improvement. A study of vocations is already a part of the junior high curriculum for many of the underachievers. The elementary and junior high guidance is not financed by this program.

HEALTH—DENTAL

The medical doctor and nurse will screen the students for teeth defects. Upon finding a student needing dental attention, arrangements will be made to take him to a dentist of his own choosing. The trip to the dentist will be made with the social worker and possibly with a parent of the participating child. Follow-ups will be made to insure good dental health.

HEALTH—MEDICAL

A social service team composed of a doctor, a nurse, and a social worker will see to the health needs of the students. They will instill within the students an awareness of the necessity to have good health. They will counsel them in the ways of obtaining good health.

They will send out questionnaires and gather data

on the health backgrounds of every student. They will get parental permission to give students medical examinations which will consist of blood tests (including hemoglobin checks), blood pressure tests, urine analysis tests, tuberculine tests. Students needing medical help will be referred to the proper area for treatment. The student will select the physician of his choice. Checks will be made to discover communicable diseases and other disorders. They will check the teeth for cavities, cleanliness and mouth diseases. They will give eye checks. They will give instruction concerning necessary good habits, and care of minor injuries.

A course will be given to students on sex education at the junior-senior high level. Also, a course on venereal diseases will be incorporated into the regular study of communicable diseases and of microorganisms.

LIBRARY SERVICE

An assistant librarian will be employed at Shelby Junior High. This will greatly increase the library services afforded students. She will teach the students how to use the library more effectively. The students will be taught the Dewey Decimal System, how to find books through the card catalog, and more effective methods of research. This will help them tremendously in doing research for classroom reports.

In consultation with teachers the assistant will keep a reserve-book library of selected books and materials in various areas of subject matter. This will assure that the students can find pertinent information at the time the need for such information arises and on a level they can comprehend. The assistant will also be helpful in ordering, cataloging, and repairing of books.

The local board of education has, over the years, provided additional teachers to reduce the teaching load or to provide courses and services beyond the basic state program. At present 22 elementary teachers are provided locally as well as 11 vocational teachers. Two special reading teachers at the junior high are among the local teachers provided. The need for a full-time assistant librarian exists and should be met in this ESEA program.

SCHOOL SOCIAL WORK

A social service worker will be employed to locate children's needs through teacher referrals and through personal visits and home visits. In addition to finding and filling student needs for clothing, the social worker will work through families to keep students in school when the problems involved cannot be solved at school. She will locate students in need of being tested and will carry them to the testing center and back. She will carry students needing dental work to and from the dentist. She will take care of students who are being referred to doctors, psychologists and psychiatrists. Her work will consist of counseling parents as well as students. If necessary to do so, she will take students to get needed clothing.

Some steps to be followed by the school social worker are as follows:

Work with Principal

- **CONSULTATION: The principal may consult with the school social worker and decide which cases to refer to the social worker.**
- **REFERRAL: Referrals may be made by teachers to the principal who, with the social worker, will decide whether there are cases needing the help of the social worker.**
- **WORKING ARRANGEMENT: The social worker will plan with the principal whether she will offer direct case work service to the child and/or work with the parents. As long as the case is open, the social worker will provide opportunities for exchange of knowledge and understanding with the principal. Work on a case may be ended by joint agreement between the principal and the social worker.**

Work with Teachers

The teacher and social worker will explore together the scope of the child's difficulty in school and work together on plans to diminish or eliminate this difficulty.

Services Offered to Child

In working with the child, the school social worker will see him in regularly scheduled interviews. She will discover his trouble through allowing him to express himself. She will encourage him to handle his own responsibility and difficulty and will help him to participate better in his own group, thus contributing to his own learning.

Services Offered the Parents

On acceptance of the referral, the school social worker may seek the parents' help in dealing with the student's difficulty. This help may come through regularly scheduled conferences with parents.

School Social Work Related to Community Agencies

When the social worker finds that the referred student needs the services of other agencies outside the school, she may make the proper contacts and assist the student in obtaining the aid needed.

Work with Medical Team

The social worker will assist the medical team when help is needed in screening or examining students. She will assist in taking referred students to the specialist of their choice.

OTHER—ASSISTANT PRINCIPAL, SENIOR HIGH SCHOOL

An assistant principal will be provided at the Senior High School. His is a most vital position in carrying out the overall Title I program at the schools. This year for the first time Shelby Schools will operate only one high school as opposed to two in the past. Herein lies a great need of an assistant principal.

He will administer a program of preventive and remedial discipline for underachievers designed to strengthen character and ego development. He will endeavor to locate the most prevalent problems in the student body as a basis for new developments and revisions or improvements in the overall Title I program at the school.

The assistant principal will assist in the music program by helping to schedule regular music classes and helping the music classes and helping the music teacher plan and prepare special programs. He will assist in evaluating this part of the program.

He will assist in selecting students for and administering the food service. He will help in keeping necessary records in this area.

He will assist the social service team in sending out questionnaires necessary to locate students needing health attention. He will help to locate and schedule health services. He will help to organize instructional programs in health areas.

He will assist the social service team in implementing the clothing service. He will help in screening and selecting students with a critical need for clothing. He will have students ready for a trip with the social service team.

He will be an attendance person checking up on absentees and making home visits where necessary.

OTHER—ASSISTANT PRINCIPAL, JUNIOR HIGH SCHOOL

An assistant principal has been provided by this program at the junior high school. His is a most vital position in carrying out the overall Title I program at the schools, especially in the area of guidance-counseling to reduce dropouts, and in helping to set up and administer the reading program.

In his endeavor to prevent dropouts at the junior high level, his duties include guidance and counseling, an area in which he is highly qualified. He will utilize his knowledge and skills to identify and diagnose the needs of students who are economically and educationally deprived; and he will supply, or recommend activities which will supply, these needs. He will screen all students to determine those who are potential dropouts and work especially with these students to determine their needs.

In addition to screening student records, the assist principal will assist in administering tests to identify student needs or problems, to locate students who want and need counseling or other help with problems related to health, school, home, school relationship and personality.

He will endeavor to locate the most prevalent problems in the student body as a basis for new developments and revisions or improvements in the overall Title I program at the school.

He will counsel the teachers at the school in the area of guidance and counseling so that they might jointly locate and treat the many dropout-causing problems.

The assistant principal will counsel students in reducing tardiness and absences, in having good study habits, in industry, in selective and effective reading, in health care, and in the many other areas that might, if unchallenged, cause dropouts.

GASTON COUNTY ADMINISTRATIVE UNIT

Project No. 68-0012

Title

Enhancement of Cultural and Academic Growth of Students with Emphasis on Communication Skills

Project Budget

$310,930

Children in Project and Grade Levels

2,458	1-12

ESEA Staff

106 (plus 739 whose salaries are not paid by Title I funds)

CULTURAL ENRICHMENT

This is an area that cannot be set aside for a definite period of the school day as something separate and apart from other subject areas. It will be our aim, therefore, to provide many enriching and cultural activities and experiences through music and art appreciation, dramatics, role-play, field trips, and the use of community resources. In addition, our centrally located Materials Center will be available to teachers in the district as well as to teachers in the non-public schools.

The Materials Center will be a phase of the cultural enrichment program that will be of great service to the students. Here, teachers may examine or check out materials that will contribute to the enrichment of their program. A truck was purchased so that materials could be delivered twice a week to each school in the district. We think that this phase of the program will enable teachers to participate more readily in the program. The materials will be delivered to the school the day that they are needed. This should tend to upgrade the audiovisual program in each and every school in the district. Equipment and supplies that some of the smaller schools cannot afford to purchase through local funds will also be available for loan. This again will give teachers an opportunity to use materials that were not available to them before.

ENGLISH—READING

The objective of our reading program, during the regular school term, is to develop and improve the basic reading and communication skills of students, grades 4-8, who are reading six or more months below grade level; and all students who are reading a year or more below grade level.

In our summer program we are attempting to reach the children in grades one through four who are not reading on their expected grade level.

We are striving toward bringing each student deficient in reading skills up to his present grade level. We cannot expect each one to advance sufficiently to reach his present grade level in reading during this first year. It is our hope that through continuous, appropriate reading experiences and instruction in needed skills, each will gradually reach his potential.

MUSIC

Music is to receive proper emphasis in this project. It is our desire to expose the students to any cultural experience feasible that will enhance cultural development. It is hoped that through the media of music we can create, within the child, confidence in himself to grow socially as well as academically; to cooperate and participate more readily in his academic studies; to learn to listen and follow directions; and to feel a sense of belonging with the group as a whole.

At the beginning of the year, a survey was made to evaluate the existing music program. Our aim was to discover our weaknesses and then attempt to correct them.

We are striving to bring each student, deficient in note-reading skills and discriminate listening, up to the standard for his grade level. We cannot expect each one to advance sufficiently to achieve this goal; but with appropriate experiences and instruction, we expect that gradually each one will reach his potential.

OTHER—TEACHER AIDES

One of the main objectives of our overall project is to improve the basic reading and communicative skills of children from areas where students are reading at least six months or more below their grade level. By using teacher aides, we feel that the regular classroom teacher will have more time to work with the students' weaknesses in reading.

Their functions and duties will include checking pupils' work; recording and transferring data; receiving fees and lunch money and keeping records of same; obtaining materials and supplies; operating duplicating equipment; checking attendance; assisting with physical education; assisting with field trips; helping with food services; arranging visual and other instructional aids for professional staff; attending to children who become ill or need first aid; giving special assistance (under the direction of a professional staff member) to slow learners or pupils who have been absent; assisting with art and music; reading to groups of children; obtaining reference and source materials for classroom use; listening to small groups in practice exercises; attending to lighting, ventilation, arranging furniture; and assisting with classroom decorations.

ATTENDANCE SERVICE

All qualifying schools will have the services of a full-time attendance counselor. These counselors (three) will be assigned to a certain number of schools within the target area. Each counselor will set up a tentative schedule with the schools involved and go to each of these schools at least once each week. The principal will have the counselor's work ready for him before he arrives; thus he can spend most of his time in the field, investigating the chronic absentees.

An attempt will be made by the attendance counselors to educate the parents, as well as the students in the target area, to the basic educational needs of the student. These counselors will work closely with the homes to:

- Establish good rapport between the home and the school.
- Educate parents to the basic educational needs of the student.
- Refer to proper public agencies when economic, health, or civil need is evident.
- Detect and work to improve cultural needs of the community.
- Work closely with school administrators in order to give direction to the program and to enhance the general welfare of the community.

They will strive to encourage prompt and regular attendance by working closely with the dropout prone students and finding out the reason behind their lack of interest in school attendance. After finding the problem or attempting to find the problem, the counselor will try to eliminate the excuse. He will do this by correcting the problem himself or referring the students to some agency who can eliminate the problems.

GUIDANCE SERVICE

We hope to hire a guidance supervisor to work with all of the qualifying target schools in the area of testing and evaluation. The guidance supervisor will coordinate the testing program within the target area and do follow-up work in the area of evaluation.

We want to hire an experienced person in the field of guidance so that we can do the best job possible of evaluating the results from the scores on the tests which are given each year.

We feel that our yearly evaluation will be more complete and effective if we have an experienced worker who can devote his entire time to this area.

We expect him to work closely with the principals in the target schools during the regular school term. (The majority of our target schools are grades one through eight and they don't have access to a guidance counselor.) He would help each school plan an effective testing program which would best meet the needs of the school. He would also test individuals that teachers recommend to him. He would help place these children in areas where they need help; such as, remedial reading, special education, Gaston Skills, etc. He will help interpret tests. He will help each individual school evaluate its ESEA program and then work these individual evaluations into one final report. He will keep records on individual students with whom he works. These records will be placed in the child's permanent folder.

The guidance supervisor will have three basic responsibilities:

- **To deal with individual students as their needs arise**
- **To supervise, establish, and give impetus to the formal classroom guidance and testing program**
- **To evaluate the effectiveness of the total project**

SPEECH THERAPY

Since the main objectives of our overall project is to improve the basic reading and communicative skills, we thought it necessary to hire a speech therapist. The speech therapist will endeavor to correct the communicative defects of approximately 100 children in our target area.

The children will be selected by the classroom teacher, but the final decision as to whether the child needs treatment, will be determined by the speech therapist.

NOTE:

We plan to have a number of inservice training classes and workshops for all of our ESEA personnel. During the past project year (1966-67) we have had a number of book companies, audiovisual companies, etc., offer the services of their consultants. We are taking advantage of their most generous offers.

We intend to use the services of those who will meet the specific needs of our Title I staff.

CHERRYVILLE CITY SCHOOLS — Project No. 68-0003

Title
Operation Catch-up, Phase II

Project Budget
$29,824

Children in Project and Grade Levels

219	1-12 and ungraded

ESEA Staff
10-1/8 (plus 85 whose salaries are not paid by Title I funds)

ENGLISH—READING

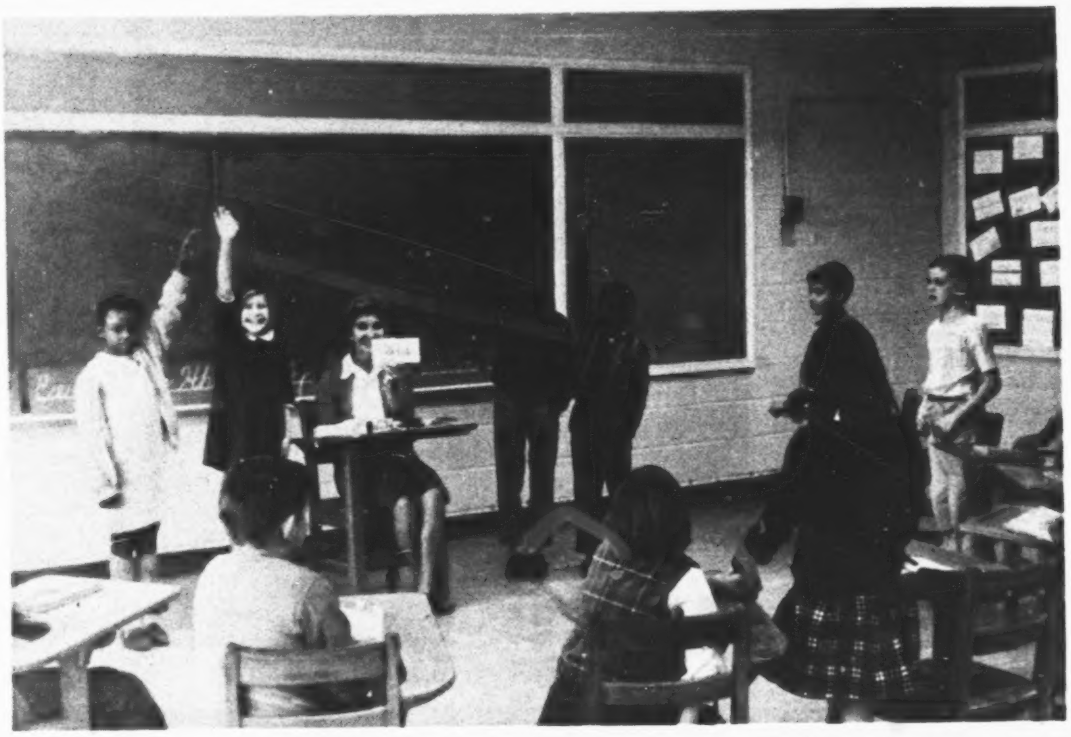
Teacher aides will be used to work with educationally deprived children, placing special emphasis upon reading. Aides will work with individuals and small groups as directed by the teacher. Teachers will be relieved of routine duties in order to devote more time to these students. Much use will be made of multisensory equipment and materials. Experiences designed to motivate children will be provided through music, dramatics, physical education, and field trips. Aides will assist with use of the library, arrangement of bulletin boards, and general supervision.

MATHEMATICS and SCIENCE

Junior and senior high school students who are one or more grades below their assigned grade level in achievement will be provided special remedial instruction. A special teacher will be used to devote full time in math and science with educationally deprived junior and senior high school students. Materials will be selected according to the achievement level of the students and instruction will be tailored to their needs. Emphasis will be upon individual and small group instruction.

SCHOOL SOCIAL WORK

The ESEA director-supervisor will perform guidance, attendance, welfare, and counseling services. Cherryville schools were totally desegregated one year ago. Much of the credit for the total absence of anticipated troubles can be credited to the service in this area. The director-supervisor will work directly with problems related to attendance, social behavior, frustrations due to low achievement, and clashes resulting from differing environments and social and cultural backgrounds.



OTHER—WAIVER OF FEES

School fees, as approved by the Board of Education, will be waived for those children from economically deprived homes who are unable to pay them. The general fee is $3.50 per child and covers expenses for school supplies, instructional materials, tests, and other items for which there are no adequate funds from any other source.

GASTONIA CITY BOARD OF EDUCATION

Project No. 68-0112

Title

Improvement and Enrichment of the Language Arts—Reading Program for Educationally Deprived Students, Grades 1-12

Project Budget

$173,476

Children in Project and Grade Levels

1,363	1-12 and ungraded

ESEA Staff

80 (plus 352 whose salaries are not paid by Title I funds)

ENGLISH—READING

Since improved reading and English language skills are our main concern in this proposed project, all our activities are in some manner directed toward helping students in our target schools improve in these skills.

The reading staff, one coordinator, and one special reading teacher, will work to support the efforts of the classroom teacher. We will use previously purchased materials and supplies, instructional materials and equipment. These include SRA reading kits, graded supplementary books, and a wide variety of audiovisual materials and equipment. Other necessary materials will be purchased as funds become available. Our reading staff and librarians will assist the classroom teacher in determining the needs of her students.

Postage Rates
.05
plus
ZippyZip

We will continue to supply on short notice the instructional items from our Curriculum Materials Center. Much will remain in the classroom on a rather permanent basis. However, filmstrips, models, recorders, tapes, records, projectors, and other equipment will be kept at the Center and circulated as needed. This quick and efficient service will be possible by using two off-duty firemen as delivery personnel. Routine daily deliveries will be made in our stationwagon. One secretary will spend a portion of her time checking materials in and out of the Center.

Our proposed summer program is designed to be corrective in nature. We will identify prospective summer students through reading achievement test data, mental ability test results, teacher recommendations, and through contact with their homes. Every prospect will be visited in the home to insure that the parents understand the nature and objectives of the program, and to provide the teachers with an insight into the home background of the students she will have for the summer. We will then see that these students have appropriate reading experiences.

MUSIC

Music instruction opens to children new dimensions in awareness of others around them, other cultures, and an appreciation for many types of music.

We will provide a music teacher to work with teachers and pupils in the target schools. She will operate on a regular schedule, visiting each elementary classroom at least once each week and each primary classroom at least twice a month. She will use song sheets, records, tapes, record players, recorders, and other supplies purchased for her use. The music instructor will cooperate with the classroom teacher in blending music instruction into the regular curriculum.

FOOD SERVICE

Food service in the form of snacks consisting of juice and crackers or cookies are provided all students in the summer program. The supplies for these mid-morning snacks are purchased locally and are delivered daily to the schools.

Food services are provided during the summer months primarily to refresh the students and teachers. They also have the effect of being indications to the students that someone cares for their well-being and comfort. This will help engender a positive attitude toward school.

GUIDANCE SERVICE

The primary objective of guidance service is to help students realize their potential "to become the most they can become."

Our guidance staff will consist of three certified counselors. One will work full-time in the senior high

school. Another will divide her responsibilities between two junior high schools. The third counselor will divide his responsibilities between the target elementary schools, the high school, and coordination of guidance activities in all our schools. The classroom teacher remains as the central person in implementing guidance activities, and the counselors serve as resource persons for them.

LIBRARY SERVICE

Two librarians are employed to supplement the school system's regular library services in the target schools. The educationally deprived student requires more than normal help in selecting appropriate reading material. Having been freed from many of the technical aspects of library work by our centralized processing center, these librarians can now engage in more instructional activities in the library and can give students more individual help.

SPEECH THERAPY

We have three speech therapists who work in the target area schools as part of their responsibilities. One therapist spends two-thirds of her time exclusively in these target schools.

All first graders are checked by a therapist and required therapy begun. Also, upper grade pupils are referred by classroom teachers and required therapy provided. Therapy is continued on a group or individual basis until a satisfactory speech pattern is developed. During the year, all speech students will be given an audiometer test. Any necessary referrals to medical authorities are made.

TRANSPORTATION SERVICE

Our summer reading program is held in centrally located schools. As a result, many of our students reside at a far distance from their assigned centers. It is necessary to use chartered public conveyances to get these students to schools. Public conveyance will be provided only to those students who would be at a great disadvantage in getting to their assigned centers.

In addition, we use chartered buses to transport children on field trips to educational sites.

LINCOLN COUNTY BOARD OF EDUCATION

Project No. 68-0050

Title

Improvement in the Language Arts Strengthening Communication Skills

Project Budget

$116,970

Children in Project and Grade Levels

904	1-12

ESEA Staff

25 (plus 12 whose salaries are not paid by Title I funds)

CULTURAL ENRICHMENT

The children will be selected for this social development activity if they are withdrawn, shy, and hesitate in participating in school activities. They will be selected by teacher recommendation.

We will provide and encourage the use of materials geared toward the development of self-confidence. The local newspaper will be used weekly for these students, who will be given the papers to take home for parents.

Teachers and teacher aides will be assigned to the qualifying schools as well as to the schools with qualifying students. A music consultant will visit the school and work with the students in order to help the student develop socially.

The home-school counselor will be in constant contact with the homes of the deprived families offering suggestions and encouraging school project participation by the families. Where necessary, adequate clothing will be provided to give the child a more secure feeling and an eagerness to attend school more regularly.

The progress of the child's social development will be noted through the weekly reports being turned in to the office.

The ESEA teachers will be assigned to the mobile units purchased previously under our program at the qualifying schools, or they will be assigned a classroom in the school in which they are assigned.

ENGLISH—READING

Our goal is to increase reading skills and broaden vocabulary. This we hope to be accomplished by additional materials, special teachers, and teacher aides. Each deprived child will have approximately five hours per week extra assistance for upgrading in language arts.

Modern techniques will be employed. The reading consultant will help train each teacher to use all materials purchased. Workshops will be set up for teachers in reading. Materials most commonly used and those that have proved most successful will be used again this year. We have found the following materials to be most useful: Controlled Readers, overhead projectors, reading charts; SRA laboratories; Reader's Digest; Skill Builders; and newspapers. Materials purchased to guide the students toward the labor demand will be put to use.

Special education teachers employed will work with approximately 16 of the most educationally deprived students. Other teachers have been employed to work with those less deprived and will work with larger groups. The teacher aides, employed for each qualifying school will assist the teacher by doing nonacademic work such as lunch reports, physical education, etc. This will give the teacher smaller groups and additional time to work with the reduced class size. She will be able to spend more time in classroom instruction.

CLOTHING SERVICE

Clothing will be made available to the most needy in any of the qualifying schools. Before any clothes are purchased for any student, the social worker will check with both the Welfare and Health Departments to see if other funds are available. When families are on welfare, the clothing problem is taken care of by that organization. The family is visited by the social worker before any money is spent. The social worker will instruct them on how to take care of what they have to get the best service.

FOOD SERVICE

Free lunches will be provided only for those who are the most undernourished.

HEALTH—MEDICAL

Medical attention will be given and financed by ESEA only after all other sources have been eliminated. Every effort possible will be made to have this handled through the Public Health Department.

SCHOOL SOCIAL WORK

The home-school counselor will make visits to the homes of the economically deprived students and through these visits strive in any way possible to help increase the student's interest and regularity in school. During these visits the counselor will make suggestions or recommendations to parents in an effort to upgrade their standard of living.

Routine visits are made to the homes and schools. Also, visits are made to the homes and schools upon requests from school principals, teachers, and parents. Through these visits the counselor strives to bring closer communication between the home and school.

LINCOLNTON CITY SCHOOLS

Project No. 68-0114

Title
English—Reading

Project Budget
$57,468

Children in Project and Grade Levels
406 1-12 and ungraded

ESEA Staff
14¾ (plus 13 whose salaries are not paid by Title I funds)

ENGLISH—READING

Our two primary schools will have four aides employed by ESEA, Title I funds. Two will be at Aspen, two at Park. They will work under the direction of the principal and classroom teachers. Aides in our total program will do tasks which will relieve the teacher, such as assisting with records, helping with visual aids, duplicating and typing materials, helping with physical education, etc. Thus the teacher will have more time for teaching the educationally deprived children.

At Battleground, Oaklawn, and S. Ray Lowder elementary schools, a reading center will be set up. One ESEA teacher and aide will work with children, grouped in small numbers, according to English—reading needs and with similar difficulties, at scheduled times each school day. Here a highly individualized instructional program will be carried on with emphasis on reading skills.

Two additional aides will work with the State employed special education teachers — one at Battleground and one at S. Ray Lowder School.

In the high school, students in the lowest percentile group in each grade will be using materials purchased by ESEA funds. Another group in each grade will be taught by a teacher (employed with ESEA, Title I funds) assisted by an aide. This program is similar to the one used in the elementary schools. Here emphasis is on oral and written language with time given to reading comprehension and skills.

The program will include:

- **Individualized programs to improve reading, speaking, writing and listening**
- **Home visits by teachers**
- **Conferences with parents**
- **Involvement of parents**
- **Educational field trips**
- **Speech correction**

CHARLOTTE-MECKLENBURG BOARD OF EDUCATION

Project No. 68-0158

Title
Operation: Motivation and Enrichment

Project Budget
$999,509

Children in Project and Grade Levels
3,618 1-12 and ungraded

ESEA Staff
134 (plus 60 whose salaries are not paid by Title I funds and 14 unpaid volunteers)

BUSINESS EDUCATION

The cooperative office occupations program is designed to benefit the high school student who finds himself deficient in certain stenographic and secretarial skills. It has been established that students who come from culturally and economically deprived areas are not readily acceptable on the labor market. This program is designed to eliminate as many cultural weaknesses as possible and to provide intensive instruction in the area of office work.

Instruction in these blocks of time is devoted primarily to the personal and skill aspects of the students. Because these students do not have the cultural or economic background necessary to enable them to go immediately to the office, and because their personal dress and grooming habits are not acceptable in the business world, much time is devoted to this phase of the program. Grooming, health, dress, and conversational ability are stressed at great length. Even when students are able to pass certain skill entrance tests for employment in businesses, they must also have proper grooming and personal care in order to be acceptable at the office.

As a training station is located, the skills necessary for that job are analyzed and then a student is chosen for that particular job based on the level of skill reached during the period of instruction. The student will then be placed on the job in lieu of afternoon classes and will remain on the job for the duration of the work day. The student will remain on the job for the remainder of the school year.

CULTURAL ENRICHMENT

Cultural enrichment activities will be provided for approximately 560 children at the two Child Development Centers. These activities are planned to enrich and broaden the very limited experiences and backgrounds of the participating, educationally deprived, children.

Art, music and physical education will be a direct part of the in-school activities. The supplies and materials necessary to implement these activities will be purchased and furnished for the participants.

Field trips and excursions to educational and cultural places of interest will constitute a major portion of the out-of-school activities. The activities will be selected on the basis of the students' needs, and appropriateness and availability of the activities.

ENGLISH—READING

Communications laboratories will be continued at North Mecklenburg and Independence High Schools.

At North Mecklenburg the emphasis will be placed on functional language usage and listening skills. Listening centers, recording centers and programmed materials will be used.

At Independence High the writing laboratory will be continued, with emphasis on the skills of written expression. Both laboratories are organized on an ungraded basis.

OTHER—KINDERGARTEN

Two Child Development Centers will be organized and maintained for approximately 560 children who will enter first grade in September, 1968. There will be 12 classes in Child Development Center # I, which will serve approximately 260 children. There will be 15 classes at Child Development Center # II, which will serve approximately 300 children.

A 30 minute kindergarten class will be offered daily over ETV Station WTVI for approximately 1,200 children in the inner city who do not have access to a Child Development Center.

A qualified teacher and a teacher aide will be assigned to each class. The major concern of this activity will be the total development of the preschool child. The formal and informal instructional and related activities that will be provided are:

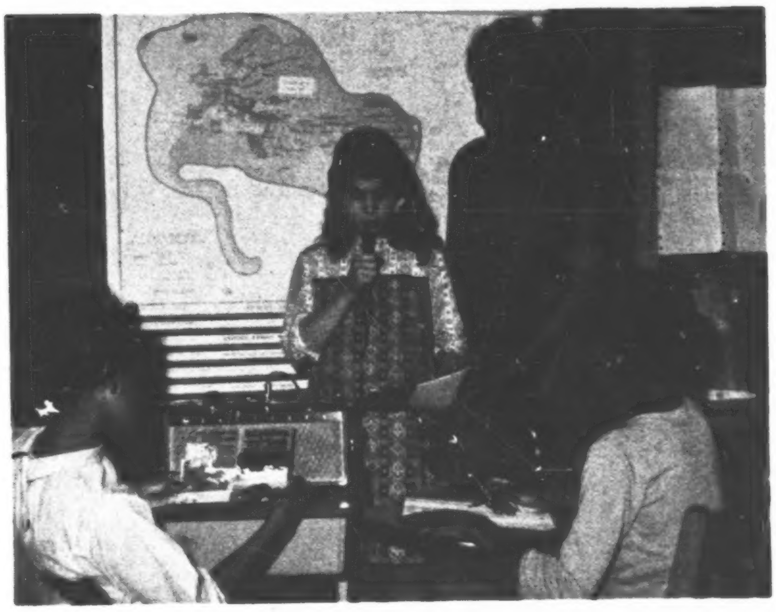
- **Free play**
- **Planning period—staff and children**
- **Work period which will include dramatic play, science, language arts, music, art, arithmetic and social studies**
- **Cleanup period**
- **Recreation and physical play—indoor and outdoor**
- **Restroom routine**
- **Food—snack and lunch**
- **Rest period**
- **Story telling**
- **Cultural enrichment and/or field trips**

OTHER—TEACHER AIDES

Twenty-seven teacher aides will be provided in the Child Development Centers. The aides will work under the direction of the teachers to provide the continuing adult support which is needed by young children.

The teacher aide will perform such services as:

- **Custodial and clerical duties**
- **Supervising children in the library, during recess and during the lunch periods**
- **Preparing, maintaining and operating audiovisual equipment**
- **Educational—helping children with assignments**
- **Interpreting the school program to parents**
- **Assisting in the cultural enrichment programs**



FOOD SERVICE

Free breakfast and lunch will be provided for approximately 560 children in the Child Development Centers. Breakfast will consist of milk, fruit and cereal.

Students enrolled in the Learning Academy will be served three meals per day. The food will be plentiful and will meet all of the requirements for a well-rounded food program for eighth grade boys.

HEALTH—DENTAL and HEALTH—MEDICAL

A dental and medical program will be provided for the 560 children enrolled in the Child Development Centers. Dental screening and physical examinations will be provided for all of the participants. Treatment for chronic defects will be provided.

A full-time nurse, employed with project funds, will be primarily responsible for the coordination of the related health services which will include emergency first aid. She will be under the direct supervision of the chief medical officer of the Mecklenburg County Department of Public Health. The nurse will work with the center staff, parents, children, health department and other related health agencies.

PSYCHOLOGICAL SERVICE

The school psycho-educational clinic will be a service agency to the eligible schools. Services to children will include psychological evaluation, social work services, speech therapy, and remedial and corrective reading.

The services to children may be grouped into two broad categories: general consultative services and school-clinical services.

The central purpose of general consultative services is the promotion of sound psychological-educational development and fitness through the learning experiences provided by the school program. The clinic's work toward this goal may take many forms, such as interpreting psychological principles regarding the teaching-learning process, curriculum development, mental health, exceptional children, etc.; and specific talks and discussions regarding interpersonal relations, the teaching-learning of reading or speech, the teaching-learning of discipline and personal maturity, etc.; and direct consultative work with a school and its unique problems of programs.

The central purpose of school-clinical services is the alleviation of individual difficulties and problems through case consultation and clinical referral procedures.

SCHOOL SOCIAL WORK

Social work services will be maintained and provided as an integral component of the Child Development Centers for approximately 560 preschool children, and for all referrals made to the Psycho-Educational Clinic. A full-time school social worker will be employed to work continuously with teachers, other staff members, and volunteers within the Center. The social worker will also assist the staff in solving problems which require services outside the Center. The social worker may arrange for services to be provided by other agencies.

The worker will relate to local public and private social service agencies the needs of the participating children and their families.

Other responsibilities of the school social worker will include:

- **Informing families of the various social services available in the local community**
- **Seeing that families take advantage of the services and that the services are provided under appropriate conditions**
- **Providing for the immediate needs of the children for food, clothing and shoes**

The social workers at the Charlotte Learning Academy will visit periodically the homes of the students. They will counsel with the parents individually and in groups, in an effort to gain the support of the home in providing an environment which encourages a good attitude about education.

TRANSPORTATION SERVICE

Adequate transportation, using county-owned buses and/or public carriers, will be provided for educational and cultural field trips scheduled by the staff of the Child Development Centers.

Free bus transportation will also be provided for participating children who are enrolled at the centers where transportation would ordinarily be provided for eligible riders during the regular school year. Proper supervision by teachers, teacher aides, and parents will be maintained at all times.

All trips will be planned in advance, and proper insurance and safety precautions will also be provided.

Students enrolled in the Learning Academy will be taken to museums, zoos, galleries, ball games. Whether students are transported to any one activity will be dependent on the nature of the activity. Most of the transportation will be done with two vehicles to be purchased by the Learning Academy. Occasionally it will be necessary to use vehicles which belong to other schools. This will be done when an activity requires that all students be transported.

OTHER—RELATED SERVICES FOR PARENTS

The Child Development Centers will continue the workshops and informational meetings for parents which they initiated during the first year of operation. Services to parents also include home visitations, teacher-pupil-parent conferences, teacher-parent planning sessions, and parental class visitations.

OTHER—INSERVICE TRAINING

Inservice training for the staff, teachers, aides, and other professional and nonprofessional personnel, will be a vital component of the total program of the Child Development Centers and the Learning Academy. The staff, professional and nonprofessional, will engage in some form of workshop or study session during the project.

OTHER—PRESERVICE TRAINING FOR STAFF

The professional and nonprofessional staff will participate in three days of preservice training. Areas to be explored under the guidance of a consultant include:

- **Characteristics of the educationally and economically deprived child**
- **Selection of materials suitable to capabilities and needs of the deprived child**
- **Psychology of learning as it relates to the deprived child**
- **Methods of instruction which will facilitate learning for the deprived child**

Title
Reading Improvement

Project Budget
$146,748

Children in Project and Grade Levels

611	1-6 and ungraded

ESEA Staff
37 (plus 90 whose salaries are not paid by Title I funds and 10 unpaid volunteers)

ENGLISH—READING

There have been no appreciable changes in the status of the economically and educationally deprived children in the Stanly County schools since the thorough survey was made in 1965 to determine the needs of these children. It is felt that a continuation of the Title I project for 1968 would be the best way to serve the needs of participating pupils. Reading improvement will again be the nucleus of the entire Title I project for 1967-68. Since the pupils for the most part speak substandard English and since this plays an important part in their lack of ability to read, an effort will be made to improve this condition. All other activities and services are planned to enhance and enrich the reading program.

Methods of instruction will vary in different schools according to the individual needs of participating students. Every effort will be made to use the most desirable methods, equipment, and materials applicable to the particular situation. Special grouping of pupils for needed skills, intensive help by aides, increased class time, and intensive use of the library and audiovisual media are some of the approaches to be used.

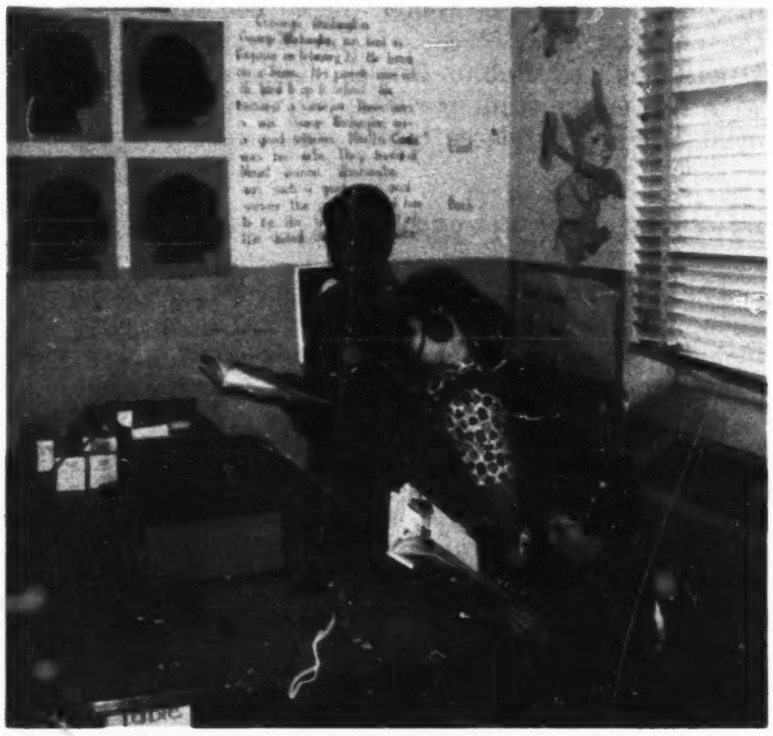
Aides will work directly with the pupils under the direction and supervision of the teachers and will relieve teachers of many nonprofessional duties so that teachers can do more extensive and intensive planning and teaching.

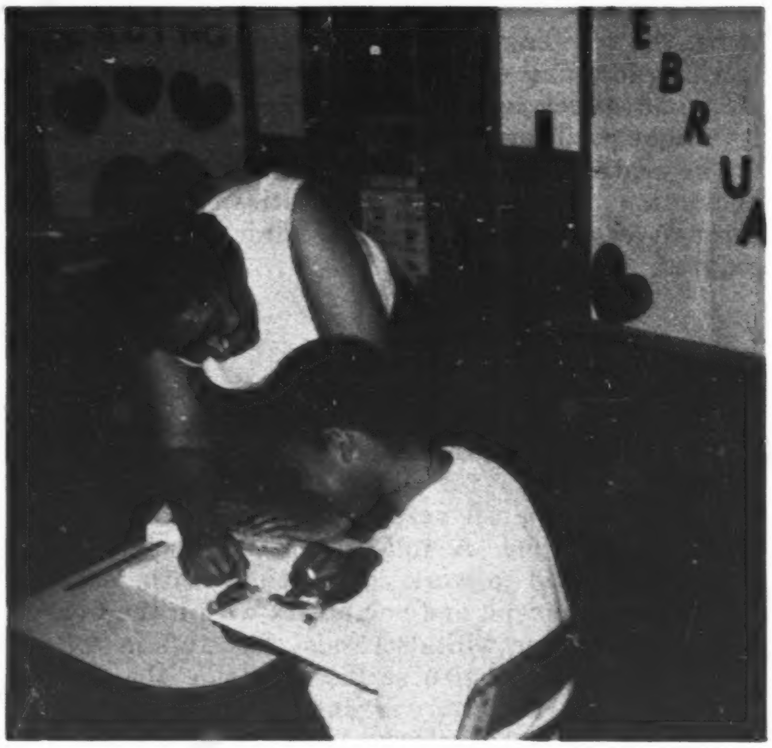
Emphasis will be placed upon improved teaching techniques. It is anticipated that this improvement can be brought about through help from reading coordinators and other staff personnel by direct personal contacts with teachers, demonstration lessons, and grade-level inservice meetings. Visitations of teachers to other classrooms as recommended by coordinators will also be used to help improve techniques. Provisions will be made to supply substitute teachers for such occasions.

OTHER—TEACHER and LIBRARY AIDES

Aides will be employed for each of the elementary target schools to enlarge the scope of the reading teacher, to give more personal attention to children, and to assist with the nonprofessional duties of teachers and librarians in order to give them more time for the more important tasks involved in the teaching of reading and in reading guidance.

Aides in the schools will be assigned to teachers for specified times, but their schedules will be flexible enough to take care of special duties as they arise such as assisting in giving and/or checking standardized tests. Aides will become familiar with and learn to use equipment in the schools.





Some of the more specific duties of the *teacher aides* are:

- **Help with special programs, bulletin boards, charts, field trips**
- **Assist in the library, lunchroom, on the playground and in the building during recreation and rest period**
- **Check in and keep inventory on equipment and materials**
- **Help keep health and reading records, cumulative folders, etc.**
- **Check objective type tests on occasions**
- **Prepare, duplicate or mimeograph materials**
- **Relieve teachers while they have short conferences with parents**
- **Assist with preschool conference**
- **Help with reports, surveys, etc., for Title I**
- **Locate and set up audiovisual and other equipment and materials**

Some specific duties for *library aides* are:

- **Type book and card orders and catalog cards**
- **Read shelves, file and check out books**
- **Help with inventory and other records of books and materials**
- **Assist with any processing of books and materials**
- **Help keep materials in proper order**

ATTENDANCE SERVICE

Since there is a definite correlation between regular school attendance and the academic achievement of the economically and educationally deprived child, the school attendance counselor will spend a portion of her time especially with Title I participants.

She will talk with teachers, parents, and pupils to learn reasons for absenteeism and try to remedy these causes as far as is possible.

She will visit the homes to urge parents to see that their children attend school regularly.

She will assist in purchasing and obtaining donations of clothing in local communities.

She will help ascertain the needs of children for lunches under Title I.

She will coordinate her services with those of the school nurse and community agencies.

CLOTHING SERVICE

Being appropriately dressed gives a child a feeling of self-confidence and of belonging which often helps to improve his emotional and social stability. Needs for clothing will be determined through the observations of the attendance counselor, nurse, other members of the central staff, and teachers.

Used clothing, donated by local communities, will be used where possible. New clothing, particularly shoes, will be purchased for deprived children with Title I funds.

FOOD SERVICE

It is generally recognized that the child who is well nourished usually has better health and learns more easily than the child who is not.

Lunch will be provided for the economically deprived pupil who is not already on the free lunch program of the school in order that he will have at least one balanced meal each day.

GUIDANCE SERVICE

The guidance coordinator will direct the ESEA testing program and evaluation of the entire project.

She will also spend time among the target schools, especially in areas of increased integration, to enrich the teachers' understanding of pupils with problems; and, through teachers and parents, assist pupils in making the maximum use of their abilities for their own development and for the good of society.

Individual and group conferences will be held when needed with pupils, teachers, principals, parents, ESEA staff, county administrative staff, and community agencies in order to reach desired objectives of academic progress and of social and emotional adjustment of children.

HEALTH—DENTAL

When school health funds and resources from community agencies will not take care of dental services for deprived children, Title I funds will be used for this purpose. Referrals will be made by the school nurse.

The nurse will assist in stressing such essentials of good oral hygiene as proper brushing of teeth, inexpensive substitutes for toothpaste, importance of milk and proper nutrition to make and keep strong teeth. Conferences will be held with parents stressing the need for dental care.

HEALTH—MEDICAL

A child who is in good health will usually learn better than one who is sickly. It is, therefore, part of Title I's program to supplement the services of other agencies in caring for those who need medical help but are not financially able to get it. School health funds will be used when possible.

The nurse for Title I will make referrals to doctors for the economically deprived pupils who need medical care.

The nurse, along with various agencies, will assist teachers in stressing the different aspects of achieving and maintaining good health.

Home visits and group sessions with parents are planned to help give the parents a better understanding of the importance of providing nutritious food, medical care when needed, innoculations for childhood diseases, and a good home environment for their child.

LIBRARY SERVICE

Essential for a good reading program are librarians who are interested in children and books, libraries which contain books on all reading ability and interest levels, and libraries that have all types of audiovisual materials, well organized and readily accessible to pupils and teachers.

The librarians and/or library aides with the assistance and guidance of the library coordinator, will

seek to make the resources and facilities of the library fit more adequately the needs of the deprived child.

Time will be devoted to guidance in reading in order to help develop good reading tastes and habits.

Opportunities will be given to discuss books and share in reading experiences in order to stimulate interest in reading.

The librarians, aides, and coordinator will work closely with pupils and teachers in the selection of materials for special projects, reading assignments, and pleasure reading.

ALBEMARLE CITY SCHOOLS Project No. 68-0052

Title

Project to Alleviate Educational Deprivation in Albemarle City Schools

Project Budget

$49,501

Children in Project and Grade Levels

350	1-12 and ungraded

ESEA Staff

9

ENGLISH—READING

In grades 1-8 at the South Albemarle Elementary School, the ESEA Title I supervisor and the general supervisor will concentrate efforts toward providing guidance to teachers for improving reading instruction. Attention will be given to good usage of the State adopted basal readers and manuals. For students who are two or more years below grade level in reading achievement, the Scott, Foresman *Open Highways* series will be provided, in addition to other supplementary reading materials.

Special education classes for the educable mentally retarded, of which there are five in the Albemarle system, will be provided supplementary reading materials. The general supervisor and the ESEA, Title I supervisor will work with the special education teachers in developing a better coordinated reading program for these classes.

Two teacher aides will be employed at the South Albemarle Elementary School. Since few, if any, of the children entering the first grade in this school have had kindergarten training, there is a need for extra help in the first grade in training children to adapt to the school environment and to supervise seat work or other follow-up activities to the reading lesson.

To provide closer supervision and to insure that each child is gainfully occupied for a greater portion of the school day, one aide will be assigned to work with the two first grade teachers. Another aide will be engaged as a clerical assistant for teachers of grades 2-8. The time thus freed from clerical and routine tasks will allow these teachers to plan for better reading instruction and to give more individualized attention to students who need help with reading problems.

An additional teacher will be employed at the Albemarle Junior High School to work with two seventh grade classes of educationally deprived students who might experience difficulty in making the transition from the self-contained classroom of the elementary school to a somewhat departmentalized junior high school.

Since the educational deprivation of these students is essentially in the area of reading, attention will be given to improving reading speed and comprehension through the use of reading machines and materials already available, in addition to other materials to be purchased. On the basis of the cumulative record of grades and standardized test scores, and as scheduling permits, the principal will assign students to these two classes for special attention to reading and other language deficiencies.

Two teacher aides will be employed at the Albemarle Senior High School. Grades 9-12 will be closed at the South Albemarle School this year and approximately 97 students from this school will be assigned to the Albemarle Senior High School.

Standardized test scores, which show that the achievement of these students ranges from two to six years below grade level, indicate there is a need for additional help in instructing students with reading and study skills deficiencies. One teacher aide will be assigned to work under the direction of the English teachers at the beginning of the school, but it is expected that the number of students involved will be approximately 50. Assignment will be on the basis of need, willingness on the part of the student to participate, and the teacher's prediction of success. Reading equipment and materials already available will be utilized, in addition to other materials to be purchased.

HEALTH—MEDICAL

A school health nurse will be retained to work with school personnel, local public health and welfare agencies, doctors and dentists in a remedial and preventive health service program for students enrolled in the qualifying schools. Included in the services rendered by the school nurse will be a screening program for visual and auditory defects using the telebinocular and the audiometer. She will follow up on referrals for visual, hearing, or medical disorders, making contact with the appropriate agencies for the remediation of physical or mental defects. She will visit homes to discuss with parents the importance of the health of their children, and the importance of such things as cleanliness and proper medical attention for their children.

Plans for the medical and social welfare aspects of this project have been coordinated with the Stanly County Public Health Department and the Stanly County Welfare Department. A meeting was held in June, 1967, involving the directors of these agencies and persons of the Stanly County and Albemarle City Schools responsible for the ESEA, Title I projects to discuss these aspects of the FY 1968 ESEA, Title I project. Other meetings are planned for the future to involve more community agencies in an effort to establish better communication between all these agencies which work for the welfare of children.

LIBRARY SERVICE

A librarian will be employed to render full-time service at the North Albemarle Elementary School. The person employed in this position has a great facility for creating in the library a warm and inviting atmosphere for the children. The students not only broaden their cultural and intellectual backgrounds through the use of library resources, but gain a better self-image through the personal touch the librarian gives the children.

UNION COUNTY BOARD OF EDUCATION

Project No. 68-0089

Title

Improvement of the Language Arts Program with Emphasis on Reading

Project Budget

$298,159

Children in Project and Grade Levels

1,564 1-12 and ungraded

ESEA Staff

128

CULTURAL ENRICHMENT

The students of this program should grow in cultural experiences and appreciation through the services offered by the audiovisual center director, technician, the music teachers (4 during regular year, 3 during summer), and from cultural enrichment trips taken with the activity bus. Films, filmstrips, tachistoscopes, record players, tape recorders, and pianos will be employed in these services. A bus will also be available for use in taking culturally enriching trips. Group and individual instruction will be involved in this area.

ENGLISH—READING

A reading program is the basic part of our project with the intention of offering more and better adapted materials and instruction to teach reading. It is hoped that more reading difficulties can be averted through improved emphasis in this area, and that the disadvantaged reader can be given more corrective attention.

Each staff member will give special attention and instruction in the area of her assignment to the qualified students in need. Both group and individual methods of instruction will be utilized. This activity will include 31 teacher aides. There will be one aide in each of the target schools to assist the teachers with their clerical duties, thus allowing more teaching time. During the summer term 20 aides will serve the teachers and students doing clerical work and assisting in the classroom as needed. Equipment, supplies, and materials purchased in last year's project will be available for continued use, and additional purchases will be made during this year. Films, filmstrips,

tachistoscopes, record players, tape recorders, control readers, SRA, interest games, charts, materials and equipment will be used in this activity.

MUSIC

Music instruction for students in this project will be conducted during the regular school year and the summer school term. Four music teachers will serve the target area schools to work with the teachers and students in organizing an improved music program. These persons will not be supervisors, but will actually work in the schools. Three music teachers will be used in the summer program to give all the students music instruction. Pianos, record players, recordings, and musical instruments will be used in the process of instruction. Mostly group instruction will be utilized.

PHYSICAL EDUCATION

Physical education instruction for students in this project will be conducted during the summer school term. Three physical education teachers will serve the three reading centers to offer organized and supervised instruction to the students according to their needs. Various types of indoor and outside activities will be used, such as rhythms, volleyball, softball, badminton, horse shoes, etc., and the necessary equipment will be provided. Most of the activity will be of a group type.

ATTENDANCE SERVICE

There are four home-school counselors, one during the regular year and three during the summer term, who will be used to follow up absentees and visit in the homes. They will work toward improving school attendance and the relationship between the home and school.

CLOTHING SERVICE

Clothes and shoes will be furnished to economically deprived students who cannot otherwise obtain these necessary articles for regular attendance during the school year and summer school. If articles needed cannot be obtained from a service club they will be purchased.

FOOD SERVICE

Free lunches will be provided for the economically deprived students during the regular year and to all summer school students. Free morning nourishment (example—doughnuts and juice) will be provided for all summer school students. Three lunchroom managers and six workers will be employed for the summer school program at the three reading centers.

GUIDANCE SERVICE

One guidance counselor will be provided to serve two schools, on the junior high and senior high level. The counselor will offer students counseling services. He will also work with the testing program in the schools.

HEALTH—DENTAL and HEALTH—MEDICAL

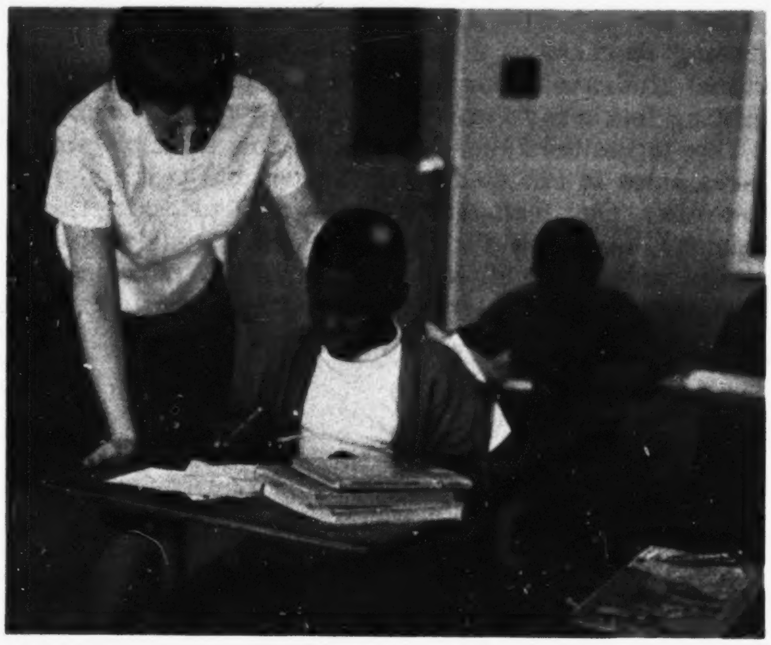
A part-time nurse working in conjunction with, and in addition to, the county health nurses will screen the students for dental, eye, ear, nose, and skin abnormalities and will make referrals for examination and treatment when necessary. The cost will be absorbed by the project when the parents and/or welfare assistance does not take care of it.

LIBRARY SERVICE

Seven library assistants will work in the target elementary schools where there are no librarians. These persons will be in charge of the libraries, under the supervision of the county library supervisor, and will work with the teachers and students as much as possible.

TRANSPORTATION SERVICE

Free bus transportation will be provided for the students attending the summer reading program. Approximately 15 buses and drivers will be used for this service.



MONROE CITY BOARD OF EDUCATION

Project No. 68-0086

Title

Program to Strengthen Mathematics and Language Arts for Educationally Deprived Children

Project Budget

$60,526

Children in Project and Grade Levels

479	1-12 and ungraded

ESEA Staff

11

ENGLISH—READING

Since English language arts, with an emphasis on reading, is the basis of all academic subjects and learning skills, we plan to continue the emphasis which was begun in our first Title I project.

A wide variety of teaching materials and teaching approaches on varied levels will be employed in order to reach all students as effectively as possible. This is based on the theory that students learn better by using a variety of methods and that some students learn more effectively by one method than another.

Included will be a wealth of teaching aids, books, records, films, filmstrips, tapes, transparencies and programmed materials—many of which are provided through Title I.

Through Title I experiences we have found that one of our most effective educational expenditures has been for teacher aides. Again, teacher aides, employed through Title I, will work closely with teachers, freeing teachers of some routine tasks, helping individual students under teacher's supervision, and permitting teachers to use more time for actual teaching.

Due to limited funds, we will be able to employ only three aides in one elementary school and two aides in the other. Our plans call for one aide to assist three teachers. (With sufficient funds, we would like to assign aides to additional teachers, and perhaps assign each aide to only two teachers.)

MATHEMATICS

We plan to continue a previous Title I emphasis on mathematics. We propose to use a variety of math materials, games, and approaches on all levels in order to improve math performance beyond usual expectation. Once again this is based on the theory that students learn better by using a variety of methods, and that some students may learn more effectively by one method than by another.

CLOTHING SERVICE

In this area we plan to take care of serious unmet needs which tend to reduce the effectiveness of direct educational programs.

The needs will be handled through recommendations of teachers, principals, and the attendance counselor. Used clothing which is collected and stored will be used when possible, and Title I funds will be used to purchase other necessary items of clothing and shoes.

One of our objectives in this area is to meet these nonacademic needs and to determine from observations if students whose clothing needs are met attend school more regularly, have improved attitudes, and perform better while in school.

GUIDANCE SERVICE

We plan again to assign an aide to free the guidance counselor of some routine tasks in order that she may have more time for counseling.

Due to complications caused by increased integration (a large number [250] of Negro students from the project area are now attending a high school which was predominately white), the high school guidance counselor is faced with a greatly increased number of both social and academic problems.

Until the guidance counselor was assigned an aide through Title I, she spent much time on transferrals, records, and other subprofessional activities. These are now handled by the aide under the counselor's supervision. We plan to continue this aspect of the project as it was conducted in our 1966 Title I project.

HEALTH—DENTAL and HEALTH—MEDICAL

We plan to meet only very serious unmet needs in this area (due to limited funds).

Referrals will be made as they are recognized during the school year by teachers, school nurse, attendance counselor, and supervisor.

We feel that meeting serious dental needs will indirectly increase the effectiveness of direct educational programs.

LIBRARY SERVICE

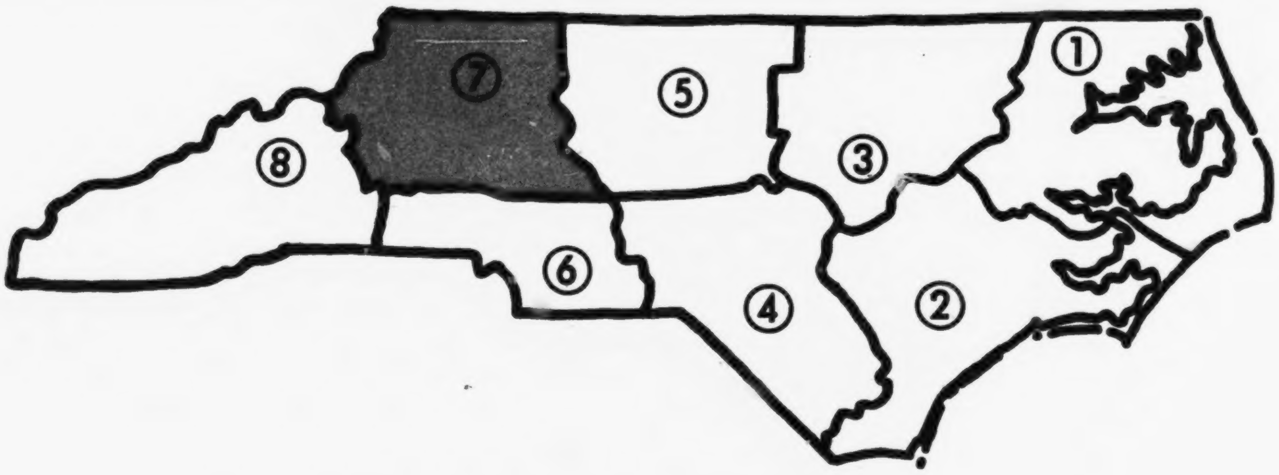
Again this year, we plan to assign an aide to the high school library for routine duties so that the librarian may be freed to provide more actual library assistance for teachers and students.

Until the librarian was assigned an aide through Title I, she spent much time on records and other subprofessional activities. These are now handled by the aide under the librarian's supervision. We plan to continue this aspect of the project as it was conducted in our 1966 Title I project.

TRANSPORTATION SERVICE

In this area we plan only to provide transportation for project pupils to keep medical and dental appointments when parents cannot furnish transportation.

TITLE I PROJECTS APPROVED FOR 1967-68



SEVENTH EDUCATIONAL DISTRICT

ALEXANDER COUNTY BOARD OF EDUCATION
ALLEGHANY COUNTY BOARD OF EDUCATION
ASHE COUNTY BOARD OF EDUCATION
AVERY COUNTY BOARD OF EDUCATION
BURKE COUNTY BOARD OF EDUCATION
GLEN ALPINE CITY BOARD OF EDUCATION
MORGANTON CITY SCHOOLS
CALDWELL COUNTY BOARD OF EDUCATION
LENOIR CITY SCHOOLS
CATAWBA COUNTY BOARD OF EDUCATION
HICKORY CITY SCHOOLS
NEWTON-CONOVER CITY SCHOOLS
DAVIE COUNTY BOARD OF EDUCATION
IREDELL COUNTY BOARD OF EDUCATION
MOORESVILLE CITY SCHOOLS
STATESVILLE CITY SCHOOLS
ROWAN COUNTY BOARD OF EDUCATION
SALISBURY CITY SCHOOLS
SURRY COUNTY BOARD OF EDUCATION
ELKIN CITY BOARD OF EDUCATION
MOUNT AIRY CITY BOARD OF EDUCATION
WATAUGA COUNTY BOARD OF EDUCATION
WILKES COUNTY BOARD OF EDUCATION
NORTH WILKESBORO CITY SCHOOLS
YADKIN COUNTY BOARD OF EDUCATION

Title

Language Arts with Emphasis on Reading

Project Budget

$74,789

Children in Project and Grade Levels

623 1-9

ESEA Staff

10

ENGLISH—READING

LANGUAGE ARTS WITH EMPHASIS ON READING

Test scores indicate that the pupils in our project areas are weak in all the language arts, but most especially in reading. These disadvantaged children do not come up to the national norms in these vital areas—reading, language, spelling, listening, speaking, writing, problem solving, and thinking. We definitely need to continue to concentrate our efforts on the improvement of reading as well as the quality of our subject matter taught in content areas through the reading process.

ENGLISH LANGUAGE ARTS

We are attempting to remedy and/or correct poor speech patterns before we attempt to improve reading as such. This is the beginning approach for the improvement of reading of disadvantaged children who will be assigned to reading centers. We know from research and experience that a child must first speak fluently before he will be able to read fluently or to any desirable degree.

We use the following approaches:

- **Tape child's speaking and reading. Play back for child to hear and point out one error at a time—never more—for correction. We continue in this manner until the child has overcome or mastered these errors. Then he is asked to record the same passage with proper corrections. He can hear both passages and is able to judge his improvement for himself.**
- **Creative and experience stories are encouraged, both oral and written.**
- **Words, phrases, short sentences, then paragraphs are used to improve both writing and speech.**
- **Proper placement of tongue for correct pronunciation and enunciation is encouraged and taught.**
- **Writing is stressed—both creative and handwriting. The correct formation of words, proper posture and correct way to hold a pencil is stressed. All written work is observed closely. The errors noted are the basis for worksheets prepared in the director's office for use with a particular child. We give each child practice on an error peculiar to him. No commercial type worksheets are used.**

  Children are encouraged to use their imagination and make up stories. Many of these children have little or no imagination and we believe this to be very important. If a child is to have a purpose or goal in life, he must have a dream. This approach created great interest on the part of every child assigned to reading centers last year and we plan to continue this approach.
- **Spelling as a part of language arts is emphasized in the reading centers. We do not, however, give a child a long list of words to memorize. Rather, we select words from his speaking vocabulary and words which he can relate to himself and/or his environment in some manner. This approach has certainly "paid off" in our work with these disadvantaged children this past year. We keep a list of these words each day and we are in the process of compiling this list to be used next year.**
- **Listening and following directions is a vital part of the English language arts program. We give reading directions and oral directions, simple at first then more complex as the students begin to be better listeners.**
- **Thinking and problem solving escapes most of these children who are assigned to reading centers. Even the simplest everyday problem is hard for these children to solve; but they are improving.**
- **Observation. We use pictures to see what each child can see in a picture. Some see several things, while others see only one object, regardless of length of time allowed for looking.**

Better readers are our primary objectives and of course all areas of language arts contribute to or impede its progress. Therefore, we stress all other areas of language arts as readiness for reading. We attempt to have a child read mainly so he will be able to comprehend what he has read, but at the same time to derive pleasure as well as facts from the printed page.

SRA language labs and reading machines may have a great help in improving comprehension, vocabulary and speed. These are used every day with every group.

One of the most effective means we have found to improve these children's reading abilities is the experience-story-method. Children relate an experience as the teacher writes the story if the child cannot write well enough. Then he is able to read what he has written. This is his story; something he has experienced; and is his very own. These stories are typed on a primer typewriter and returned to the teacher for the child's rereading. Booklets are made and each child illustrates his story. This creates more interest among these children and they want to read and reread these stories and take them home to read to their parents and friends. This we plan to continue.

MUSIC

Music is definitely the "sugar and spice" of language arts. We taught reading through music. Children would make up their own music by reading passages in a chanting type of manner.

Singing words correctly by pronouncing final consonants or consonant blends helped the children grasp ending sounds and this carried over to reading and speech.

Singing with or listening to recordings did much to relieve tension and helped socially, especially with the Negro children. Most of them were shy and withdrawn at first but soon forgot everything and participated musically very well.

We plan to use more music in the teaching of words, phrases, and expressions during the 1967-68 school term. Music helps these children move about and they are able to use all their senses more fully. This, in turn, helps them to accept an error graciously and seems to implant a greater desire for improvement of errors.

PHYSICAL EDUCATION/RECREATION/HEALTH

We believe physical education, health and recreation are vital factors of any school program.

Poor achievers are poor coordinators. Therefore, we attempt to improve coordination by hopping, skipping, jumping, catching ball, hitting ball, clapping, walking on line, stacking books and papers, etc. Talking about, writing on paper, and reading about what type of physical education is to be executed that day, brings into play most all language areas. (We have suggested to classroom teachers that all games and exercises be written on chart tablets, read, and discussed before the class goes to the playground, and that they should be reread to evaluate.)

We attempted to teach good health practices everyday in many ways. If a child came to school dirty, we bathed him and the Jayettes of Alexander County furnished clothing for him. Parents are also assisted with good, clean clothes by the Jayettes.

We attempted to instill some pride in both children and parents by helping them look better by being clean, keeping their surroundings clean, and cooking good, clean food.

If any child in the Title I program is in need of medical or dental services, he is referred to the Health Department and this is paid for by the Welfare Department or the Alexander County Board of Education. Also, if a child needs glasses, these are furnished by Alexander County Board of Education.

SPEECH

Speech can impede or contribute to the reading process. Therefore, we begin the remedial and/or corrective reading process by first correcting speech errors and/or poor speech patterns. By using the tape recorders—so a child can hear his errors—we believe we are making great strides in speech improvement, and will continue with this method for 1967-68 school term.

Proper placement of tongue in mouth, in order to enunciate and pronounce words correctly in an articulate manner, is also emphasized by all reading teachers.

Negro children omit the letter *r* in all their speech. Therefore, we chose words such as more, fore, four, door, etc. to improve words with *r*.

The vocabulary of individual children was listed and added to daily. Instruction for each child centered around words each child pronounced incorrectly. This list was discussed with parents of these children, and the parents were urged to improve their speech since their child imitated them. Many did not realize this fact and wanted to improve their speech if it would help their child's speech.

OTHER—INSERVICE TRAINING PERSONNEL

A workshop will be conducted the last Wednesday in each month for reading teachers. The following areas will be discussed:

- **Problems encountered with reading center students**
- **Suggestions to alleviate these problems**
- **New methods initiated and results**
- **Areas of curriculum as it relates to reading center children**
  - **Characteristics of economically and educationally deprived children—mental, physical, social, emotional, etc. Professional book review on above areas**
  - **English—speaking, pure speech, and written composition. Oral mechanics of English and professional book review on English development**
  - **Reading (oral and silent) remedial and/or corrective, developmental, functional, and recreational. Professional book review on these areas**
  - **Phonetic and structural analysis of words. Professional book review on above areas.**
  - **Spelling—Spelling lists kept by all teachers compared and discussed. Professional book on spelling reviewed. Spelling list compiled from children's lists for classroom and reading teachers.**
  - **Writing—Actual handwriting practice, both cursive and manuscript, will be part of this workshop. All of our teachers need to improve their handwriting and we believe this is a prerequisite for teaching these children how to improve their writing. Professional book on handwriting reviewed.**
  - **Creative Writing—This area is a definite "must" for helping these disadvantaged children. Ways to help children create stories by using their imaginations and actual writing by teachers will be the subject of this workshop.**
  - **Listening and following directions will be the subject of this meeting. Teachers will be asked to bring to the meeting a list of ways in which they help children improve in these two areas. These areas in professional books will be reviewed and discussed. Also, thinking, problem solving, and observation will be discussed and each teacher will be asked to bring (in written form) six everyday problems these children might encounter or have encountered and the manner in which they solved them.**
  - **Music inservice training will be conducted at one meeting as it relates to our basic program of language development and reading improvement. Ways in which music can aid in correct pronunciation and enunciation through voice diction will be discussed. Ways will be listed and shared with classroom teachers. Professional books reviewed.**
  - **Physical education, health and recreation workshop will be conducted at one monthly meeting. Ways in which the Title I program can carry over to the playground, classroom, and the home in order to improve health status which in turn certainly will improve academic status. Professional books reviewed on above areas.**

OTHER—INSERVICE TRAINING STAFF

The director will conduct two preservice training workshops for staff members. The following outline will be observed.

- **Evaluation of 1966-67 program (strengths, weaknesses, improvements, deletions)**
- **Curriculum—what is to be taught, methods**
- **Purpose and philosophy of reading centers**
- **Objectives**
- **Equipment and teaching materials**
- **Report for director**
- **Reading center bulletin review**
- **Demonstration of use of audiovisual equipment and teaching supplies.**

A monthly meeting of reading teachers will be conducted by the director the last Wednesday in every month for the purpose of alleviating problems, discussing new methods and reviewing professional books read.

Title
Communication Skills

Project Budget
$84,705

Children in Project and Grade Levels
750 1-12 and ungraded

ESEA Staff
18

CULTURAL ENRICHMENT

Educationally deprived students from each of the four schools will be scheduled to visit art exhibits, historical museums, children's theaters, concert programs, and landmarks of interest and importance in the community, State, and outlying areas.

The schools will offer a wide selection of enrichment books, recordings, and filmstrips for study prior to trips. Bus service, appropriate food and clothing for each trip will be provided.

ENGLISH—READING

Three teachers will be employed to supplement the State allotment and reduce class size so that teachers may give more individual attention to the total growth and development of educationally deprived children. (Our State allotment was reduced by four teachers for fiscal year 1967-68.) These three teachers will be placed in grades 1-8 (where the need is greatest) at Sparta Elementary School. They will help reduce the student-teacher ratio from 35 to 30. This, in turn, will enable each teacher in the school to have more time for the culturally deprived students than they normally would, putting more emphasis on reading by small group instruction.

Seven teacher aides will be assigned nonprofessional activities in the teaching-learning processes. The aides will be personnel who are interested in working with children from deprived homes, and who are known to possess a friendly and understanding disposition toward children. The teacher aides will assist in all clerical, routine, nonteaching activities—relieving the classroom teacher for teaching. Desks, typewriters, working space, and equipment necessary for the services of these staff members will be provided.

With the help of the aides, regular classroom teachers will have more time for individual instruction of the culturally deprived child, thereby improving each child's competency in communication skills.

A wide selection of reading and enrichment materials will be provided. Thirty staff members will participate in an inservice class (30 hours) given by Appalachian State University for upgrading teacher competencies and promoting teacher understanding of the sociological, psychological, and anthropological aspects of cultural deprivation. This class will be geared toward the deprived child by offering the teachers a timely subject, i.e., remedial reading.

MUSIC

One county-wide teacher will instruct the educationally deprived children in music as it appeals to the spiritual, emotional, aesthetic, and physical nature of the child. The four schools will provide a selection of recordings, record players, organs, pianos, filmstrips, and other items necessary to implement a program designed to provide a cultural force in elevating the quality of the home, school, and community. This will help to improve choral speaking, reading, enunciation, coordination, memory recall, and also allow students to interpret, appreciate, and practice good music rhythmically and to gain experiences for reading background.

HEALTH—PHYSICAL EDUCATION

Two teachers will instruct the educationally deprived children in health and physical activities as a supportive role for more mental alertness, emotional and physical stability, and a better self-concept.

One teacher will be at Sparta Elementary School instructing grades four through eight for approximately 45 minutes each day, five days a week. One teacher will instruct grades one through eight for 2½ days each in Piney Creek Elementary and Glade Creek Elementary Schools. The time will be divided between eight classes in physical education and other motor skills.

Teachers who are more proficient in physical education can work with the students and do a better job than regular classroom teachers who are not as proficient in these skills. Physical fitness training causes students to be more interested, healthier, physically conditioned, more alert mentally, and to have better appetites. This improves their overall attitude toward school.

A wide selection of physical equipment supplies and other necessary items to meet individual needs will be available. Small group instruction will be used with those students who need individualized help.

OTHER—TEACHER FOR MENTALLY HANDICAPPED

One teacher will instruct the mentally handicapped children in a program designed by specialists for students whose mental capacity is limited. The school will provide a wide selection of reading, art, plays, filmstrips, recordings, slides, transparencies, craft materials, and all items necessary to meet the individual needs of these students. Class size will be 15. Attention will be given to speech defects, hearing and sight impairment, psychological and emotional problems.

OTHER—REDUCTION OF CLASS SIZE/ ADDITIONAL TEACHING STAFF

Three teachers will be employed to supplement our State allotment. This will reduce class size so that teachers may give more individual attention to the total growth and development of educationally deprived children. A reduction in our State allotment of teachers was four for fiscal year 1967-68.

OTHER—TEACHER AIDES

Seven teacher aides will be assigned nonprofessional activities in the teaching-learning processes. The aides will be personnel who are interested in working with children from deprived homes, and who are known to possess a friendly and understanding disposition toward children.

The teacher aides will assist in all clerical, routine, nonteaching activities — relieving the classroom teacher for teaching. Desks, typewriters, working space, and equipment necessary for the services of these staff members will be provided.

ATTENDANCE SERVICE

Four schools will have the services of a part-time attendance counselor. Necessary home visits will be made and causative factors relating to poor attendance of economically deprived students will be followed up. A close relationship with all other county agencies will be utilized as a preventive for poor attendance.

CLOTHING SERVICE

Four schools will provide suitable and adequate clothing as needed for educationally deprived students. Teachers and students will make selections of clothing at a local store. Wearing comfortable and acceptable clothes plays a very significant role in a student's feeling of self-worth and dignity—hence a strong supportive role in improving verbal skills.

FOOD SERVICE

Four schools will purchase food and services necessary to make this activity possible for ESEA students who are in need of this service.

GUIDANCE SERVICE

Four schools will participate in the services of a full-time guidance counselor whose major goals will be to raise the aspirational, academic, and vocational goals of deprived students; to make school more meaningful; to assist each student in becoming a person of worth and dignity.

The counselor will be housed in Alleghany High School and will travel to each of the other three schools for testing, conferences, and other guidance work on days which will meet the needs of these schools. We will have a general program of guidance, and the counselor will serve as vocational, educational and personal guidance counselor at Alleghany High School; and educational, personal, and prevocational counselor at the three elementary schools.

HEALTH—DENTAL

Four schools will purchase all necessary dental services needed for deprived students from our local dentist.

Diagnosis and treatment will begin immediately, assisted by our school social worker. Transportation will be provided locally.

HEALTH—MEDICAL

Four schools will purchase all necessary medical services of a licensed local medical doctor, optometrist, and psychologist. Diagnosis and treatment will be provided as necessary. Health rooms will be upgraded, remodeled, equipped, and refurnished.

SCHOOL SOCIAL WORK

Four schools will participate in the services of a part-time social worker whose goal will be to provide closer home-school relationships; to improve health, housing, and attendance; and to provide adequately for parents to work with the school in a way which will support their children's well-being, growth, and development. The social worker will cooperate with the parents, teachers, psychologist, county health and welfare departments, the local community action agency, and other county agencies in this work.

OTHER—INSERVICE TRAINING FOR STAFF PERSONNEL

Thirty staff members will participate in an inservice class (30 hours) from Appalachian State Teachers College in upgrading teacher competencies and promoting teacher understanding of the sociological, psychological, and anthropological aspects of cultural deprivation.

Title
Improvement of Language Arts Skills with Related Activities and Services

Project Budget
$240,541

Children in Project and Grade Levels
1,972 1-12 and ungraded

ESEA Staff
46 (plus 263 whose salaries are not paid by Title I funds)

BUSINESS EDUCATION

Three business education teachers will be employed, one each at Ashe Central, Beaver Creek, and Northwest High Schools. Courses will be offered for those students who need or plan to seek employment upon graduation from high school. Special efforts will be made to help these students select occupations more intelligently and develop skill in the language arts.

MUSIC

Three music specialists will be employed to serve all participating schools of the unit. One will be assigned to each of the three school districts and will spend a portion of time in each school, assisting the teacher to correlate music with other subject content areas, particularly language arts. The schedule and activities will be based on the needs of the individual school and the music specialist will work with the teacher and not in place of the teacher.

PHYSICAL EDUCATION

Three physical education specialists will be employed to serve all participating elementary schools of the unit. One will be assigned to each of the three districts, spending a portion of time assisting the teachers in grades 4-8 to develop the total physical and mental well being of each student so that he may participate to his fullest capacity in his work, play, recreation, and wise use of leisure time. The schedule and activities will be based on the needs of the individual school and the physical education specialist will work with the teacher and not in place of the teacher.

OTHER—REDUCTION OF CLASS SIZE/ ADDITIONAL TEACHING STAFF (ENGLISH—READING)

To assist in such areas of the language arts as improvement in reading, writing, and spelling skills, to provide remedial reading, to provide more individual instruction, and to provide a variety of experiences and activities, it is essential that the class size be kept small. Particular emphasis will be placed on assuring that the primary grades have personnel adequate to provide for team teaching and concepts developed in a nongraded primary program.

The teacher aides will be used exclusively in the primary grades — one for each three teachers — to promote more personal instruction. Such aides will be used in nonprofessional activities and duties which take much of the teacher's time and attention and will permit the teacher to give more individual attention to students and to professional duties and tasks.

An inservice training program for teachers will be conducted for elementary teachers. This program will center around reading and, in particular, remedial reading. Attention will be given to the needs of educationally and culturally deprived children. The latest methods and materials, designed to aid educationally deprived children will be presented.

OTHER—TEACHER AIDES

Initially 14 teacher aides will be used in the primary grades; two each at Jefferson and Riverview, three at Lansing, four at West Jefferson, and one each at Fleetwood, Healing Springs, and Nathans Creek Elementary Schools. These aides will be used in nonprofessional activities and duties and will release the teacher to give more time and attention to students and to professional duties and tasks. If our budget permits, additional aides will be employed.

UNIT-WIDE ELEMENTARY GUIDANCE COUNSELOR

One unit-wide guidance counselor will be employed to work in each of the eight elementary schools. This will allow the three high school counselors to spend more time in each of the high schools. This person will help with counseling, testing, and working with the other three counselors.

Title
Improving the Basic Skills of Learning for Disadvantaged Children

Project Budget
$186,316

Children in Project and Grade Levels
1,344 1-12

ESEA Staff
51 (plus 1 whose salary is not paid by Title I funds)

IMPROVING THE BASIC SKILLS OF LEARNING

Ten additional teachers will be employed to reduce the teacher-pupil ratio in the areas of reading and English (language arts) in order that the educationally deprived children may be given small group and individual instruction in these areas as well as in all other skill areas.

One teacher will be assigned to each of the seven eligible elementary schools and will concentrate on the skill areas in grades two through eight.

The other will serve in the three eligible high schools to reduce the teacher-pupil ratio. They will teach small groups of deprived children in remedial and enriched language arts activities and other skill areas throughout the high school grades as needed. Most of the deprived students in the secondary areas are generally one year or more behind in the language arts skills—as well as in other areas. We hope these additional teachers will serve to strengthen the learning skills through cooperative planning of both the regular and the additional teaching staff.

New teaching techniques will be used to challenge and motivate the disadvantaged children in order that they may be inspired to stay in school. Hopefully, we may eliminate many of the dropout problems which are so prevalent among these children and exist in all of our schools.

MUSIC

We propose to employ two music teachers to serve on an itinerant basis in the eligible elementary schools for the purpose of providing educationally deprived children with group instruction in music, music appreciation, rhythms and a general background of cultural and enrichment experiences in music.

Personnel in this area will use some musical instruments, recordings, books, films and filmstrips in the instructional program. Plans for musical programs for public appearances will be encouraged. Parental participation and support will also be encouraged in order that they, too, may develop an awareness of and appreciation for the cultural aspects of life.

In our previous programs we extended the music program into our secondary schools, but evaluative procedures have shown us that we can not have an effective program with two teachers serving so many schools. So, in light of these findings, we propose to concentrate on the deprived children in the elementary schools. Funds are not available to have a broader program in this area of instruction.

OTHER—ADMINISTRATIVE SERVICES SUPPORTING SERVICES FOR ENGLISH—READING

(1) We propose to employ a supervisor in the superintendent's office to work cooperatively with the regularly employed director of instruction to implement, direct and evaluate all activities of the project. She will also assist in the selection and the purchase of any needed materials, and will help to provide professional materials and other assistance to all personnel involved in the program. She will be employed for a period of ten months.

(2) A secretary-bookkeeper will be employed to work in the central office with the responsibility of keeping

adequate records of all transactions separate from those of the Board of Education.

(3) Office supplies, equipment, maintenance and annual auditing are included as a necessary part of the administrative services. This activity also includes funds for Social Security matching, Workmen's Compensation, and State Retirement matching.

OTHER—TEACHER and LIBRARY AIDES—SUPPORTING SERVICES FOR ENGLISH—READING

Twenty-four teacher aides and ten library aides will be employed and assigned to the qualifying schools for the purpose of releasing the teacher, the teacher-librarian, and the regular librarian from routine duties. This should provide for more effective teaching of the educationally deprived children within the classroom. The library aides will relieve the teacher-librarian, and the librarian as well, of many routine duties. This will enable her to provide a more effective program of reading and research for these children. We have found that the teacher aide is a very valuable and important assistant to the teacher as well as in the library. Many aides can also follow through on teacher-planned activities with small groups in the classroom as the teacher devotes time to the needs of the educationally deprived children.

Since employing and using library aides, records have shown that library circulation among the educationally deprived has noticeably increased. They are showing more interest in library resources than ever before.

Classroom teachers report that the aides have provided the needed assistance to help them have a more effective teaching program for all children.

Banner Elk Elementary School serves approximately 85 of the neglected children grades 1-8 from Grandfather Home and we propose to assign a larger number of aides in this school to help meet the needs of these children. Four teacher aides and one library aide will be assigned to the Banner Elk School in addition to the additional staff member who will work there.

Cranberry High School, which serves approximately 20 of the students from Grandfather Home will also be given one aide more than the other two high schools to provide additional time for these children. This will be in addition to the one new staff member proposed in this project.

ATTENDANCE—GUIDANCE

Two guidance counselors will be employed to work with both the school and the home to assist the teachers and principals with the problems of the potential dropouts. Through the efforts of the guidance personnel we will attempt to provide experiences and participation in programs which will develop a better image of self and provide some motivation for both parents and students. Through these efforts we shall strive to raise the occupational and/or educational aspirations of the educationally deprived. We feel that these personnel can serve to develop a better home-school relationship for all concerned. Both counselors will also serve to help coordinate the testing programs and assist in evaluation.

The guidance personnel will have some responsibility in assisting in the dissemination of evaluation information and offering suggestions for improvement in needed areas, thus strengthening future programs for the educationally deprived.

FOOD SERVICE

No additional personnel will be employed in this service area, but we do propose to make the school lunch program an integral part of the improvement in general health and academic capabilities. We propose to provide funds for lunches for the deprived children. We realize that many of these children come to school with no breakfast or a very inadequate one. Hungry children cannot achieve, so we plan to provide a nutritious hot lunch for them. (For many it is the only really nutritious meal that is provided for them during the day.) The lunch program will be coordinated with our regular school lunch program. Good eating habits will be encouraged through the use of a variety of foods, and health classes will be correlated with the school health program.

Institutional children from Grandfather Home, who are served by the Banner Elk Elementary School and the Cranberry High School, will be given a special allotment for lunches to meet the needs of these children.

HEALTH—DENTAL

Since there is such a definite lack of services in this area (few dentists located here) we would propose to spend $4,000 as a matching fund in cooperation with the WAMY Community Action Program to provide mobile dental services to our disadvantaged children. This service, available to a two county area, will provide much needed services to the schools on a scheduled basis. Examinations have shown that this is one of the most vitally needed services among the disadvantaged children and we believe that this will be the best possible service that could be given to them under our present circumstances.

The one employed nurse will detect and refer some of the most pressing needs to the dentist serving the mobile unit. He will perform needed extractions and fillings, teach health and dental care, and provide other related services.

Services of the mobile dental unit will be scheduled to serve the two county area on the basis of the number of children to be served and the need for services.

HEALTH—MEDICAL

One school health nurse (R.N.) will be employed to coordinate the program with our local Health Department; to detect and refer for correction any physical illness or defect which may contribute to retardation of learning and to the many frequent absences from school. In addition to this she will provide first aid services, maintain health records, and serve to place additional emphasis on the importance of physical examinations and nutritional needs of the students at both the elementary and secondary levels. She will follow up on services rendered to students in our previous ESEA programs, and will expand the teaching of health into the homes. This may bring about better living and health conditions there.

BURKE COUNTY BOARD OF EDUCATION

Project No. 68-0060

Title
Advancement-Enrichment in the Communicative and Computational Skills

Project Budget
$151,165

Children in Project and Grade Levels
1,048 1-12

ESEA Staff
41

CULTURAL ENRICHMENT

A filmmobile will be used to distribute films, filmstrips, and other audiovisual aids to the school. A driver-technician is employed to operate the mobile unit and to keep films and audiovisual equipment in repair. This technician will spend some time in the production center making transparencies, etc., which have been requested by teachers. Films and other audiovisual materials and equipment will be returned to the audiovisual center for storage.

Educational objectives which the activity proposes to meet:

- **To encourage a better utilization and increased circulation of films, filmstrips, recordings, and other audiovisual materials.**
- **Through films and other audiovisual materials, to develop cultural appreciation and better understanding of the world in which we live.**
- **To stimulate and upgrade interest in reading and in communication, and to motivate learning by use of new approaches and different viewpoints as presented by audiovisual materials.**

ENGLISH—READING

One certified English teacher will be employed at each of our three eligible high schools. These teachers will work directly with small groups and with individuals who have difficulty in reading and the communicative arts. After students have been selected by the principal, regular teacher, and school counselor, pupils with a special need for extra help will be released from regular classes or from study hall for special instruction.* Students will be given a diagnostic reading test and instruction will be geared to his or her level of learning. Much use will be made of programmed material.

Eighteen teacher aides in grades 1-8 will be employed to perform numerous clerical and nonprofessional tasks in order to relieve the regular elementary classroom teacher. This will enable them to give more time to small groups in reading and language arts. Aides will work under the direct supervision of the principal and teachers. Their duties and length of their work day will be determined by the principal and director of project. An orientation period will be held for all aides during the week prior to opening of school.

A special method of instruction for high school participants is made possible by the use of carrels which provide a more secluded place for instruction; also, the use of earphones along with audiovisual materials allows for privacy and for individual instruction.

The Mobile Reading Laboratory will be stationed at each of the four eligible elementary schools for nine consecutive weeks. A reading specialist will be employed to diagnose exceptional reading difficulties and to work directly with pupils and classroom teachers in establishing individual corrective programs. The laboratory will provide an individual and group approach to diagnosis, correction, and development of reading skills; expansion and growth of vocabulary; and appreciation of good stories and good literature through increased comprehension.

MATHEMATICS

In each of our three eligible high schools a mathematics teacher will be employed to work directly with small groups and with individuals who have difficulty in mathematics, upgrading computational skills and number concepts through improved mathematical understandings. After these pupils have been selected by the principal, regular classroom teacher and school counselor, they will be released from study hall for special instruction. In some cases the pupil may be released from regular class to work with the extra teacher who will give tests in mathematics to determine the individual level of learning and give programs of instruction accordingly.

MUSIC

Vocal music in classrooms, in groups, and in choral clubs under the leadership and direction of two fine arts teachers will be used to supplement the music program provided by regular classroom teachers in the five eligible schools, grades 1-12.

Schedules will be worked out by the director and principal concerned, subject to approval by the superintendent. The regular program of public school music will be followed. Disk recordings and tapes will be used extensively for listening and for appreciation.

CLOTHING SERVICE

Distribution of clothing and/or shoes will be made upon the recommendation of the home-school counselor, teacher and/or principal concerned. We work very closely with the Burke County Welfare and Health Departments in helping to identify the needy families. Efforts will be concentrated toward providing clothing, shoes, and personal grooming needs for individuals who, because of low economic circumstances, may not be able to provide these personal needs at a level generally set by their peers.

LIBRARY SERVICE

Because of the increased emphasis being placed on the use of library services, and the increase of library materials made available through ESEA, Title II, we propose to employ library aides to be placed in four of our eligible schools which have either a teacher-librarian or part-time librarian. The library aide at the George Hildebran Elementary School will be shared with the high school, which has only a teacher-librarian.

These aides will work under the supervision of the part-time librarian and the system's library coordinator. The aide will help in the care and distribution of library materials, and will help teachers locate instructional and audiovisual materials. The aide will help teachers and their students in locating and charging out books during the teacher's library period.

PSYCHOLOGICAL SERVICE

Psychological testing service will be provided on a counseling (fee) basis. For pupils who have been identified by the Burke County Health Department as having a very acute mental disorder, we are able to secure the services of psychologists at both Broughton Hospital and Western Carolina Center. There will be a study made of the findings of the psychologist, and an effort will be made, when possible, to correct the situation by placing the child in class for either trainable or educable children.

SCHOOL SOCIAL WORK

This activity is shared on a half-time basis with the Neighborhood Youth Corps. A person who holds a teaching certificate is employed to work as a home-school counselor for 2½ days per week. This person will work mostly with children whose attendance at school is very irregular. Contact will be made with principal and teacher to determine the homes which should be visited. After referrals are made, the home will be visited. All possible effort will be made to get the child back in school or to attend more regularly. The home-school counselor will work closely with the attendance counselor, welfare department, and health department. A daily log will be kept of all visits.

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*A mobile classroom on school grounds will be used for all high school students.

SPEECH THERAPY

A speech correctionist will work with pupils who have defective speech. Where poor hearing may be a contributing factor, an audiometer will be used to test pupils and identify their defects. A special room in existing facilities, materials, and equipment will be provided to implement this specialized instruction. We are able to get psychological testing at either Broughton Hospital or Western Carolina Center for children who have been identified as having an emotional disorder. The schedule for the special correctionist will be established by the director and principals concerned, with approval by the superintendent.

GLEN ALPINE CITY BOARD OF EDUCATION

Project No. 68-0049

Title

Operation Catch Up

Project Budget

$37,955

Children in Project and Grade Levels

226 1-8

ESEA Staff

11½ (plus 49 whose salaries are not paid by Title I funds)

REMEDIAL READING PROGRAM

Evaluation of last year's remedial reading program indicates progress in basic reading skills of the educationally deprived students, but also indicates a need for further improvement.

In our previous Title I projects SRA reading laboratories for grades 1-8 were purchased and these have proven very beneficial. Our faculty felt strongly that we should continue this program.

We plan to purchase additional SRA labs in order to make them more readily available to the educationally deprived students. This will be a school-wide activity, and the materials for students other than economically deprived will be purchased with local funds.

The needs are self-evident; the progress hard to measure. Success with a disadvantaged child often begins with small miracles—a raised hand replacing inattentiveness, a smile where there was fear, or a single word instead of resigned silence.

Careful evaluation of the needs of our students reveal that in the upcoming 8th grade we have a high concentration of educationally deprived and institutionalized children. We have 41 educationally deprived and 10 institutionalized children.

We feel that these eighth graders are reaching a milestone in their education. Now is the time they decide whether to give up and quit, or to work harder and continue their education.

An additional teacher in this grade would provide more individualized academic instruction and personal guidance. We hope this will enable these students to catch-up in their academic studies and encourage them to strive for no less than a high school diploma.

We plan to reduce the class load in grades 1 and 2 by employing six full-time teacher aides and in grades 7-8 by employing one part-time aide.

Our teacher aide program was most successful last year, and we wish to expand it some to increase its effectiveness.

The six full-time aides will assist first grade teachers 4 hours per day and second grade teachers 3 hours per day with the following duties:

check attendance records
type tests
duplicate materials
check papers
supervise study
distribute and collect supplies and equipment
prepare bulletin boards
assist with reading classes
help drill students
assist with bus duty
assist with music and recreation

The one part-time aide will assist the teachers in grades 7 and 8 with routine clerical duties, duplication of materials, typing, distributing supplies, and preparation of bulletin boards. This activity will enable the teaching staff to give more individual instruction to the educationally deprived children.

Many of these children are handicapped in their ability to communicate. Some are lacking in knowledge of the world about them and have had little, if any, opportunity to learn to enjoy art, music, and reading. Because of economic deprivation and segregation the early elementary children may see someone outside the family as strange and threatening. We sincerely hope this program will give these students a stronger educational foundation that will pay dividends throughout their lives.

MUSIC and BAND

We plan to continue this activity based upon the evaluation of its effectiveness last year. We will employ one music teacher to concentrate her efforts on public school music and band in grades 7 and 8. This will enable the school to encourage all students, particularly those who are educationally and economically deprived, to take part in a music program.

Our music department's philosophy is based on the conviction that music has a universal appeal and that every child may find at least one phase of music which will enrich his life during his formative years and later as an adult.

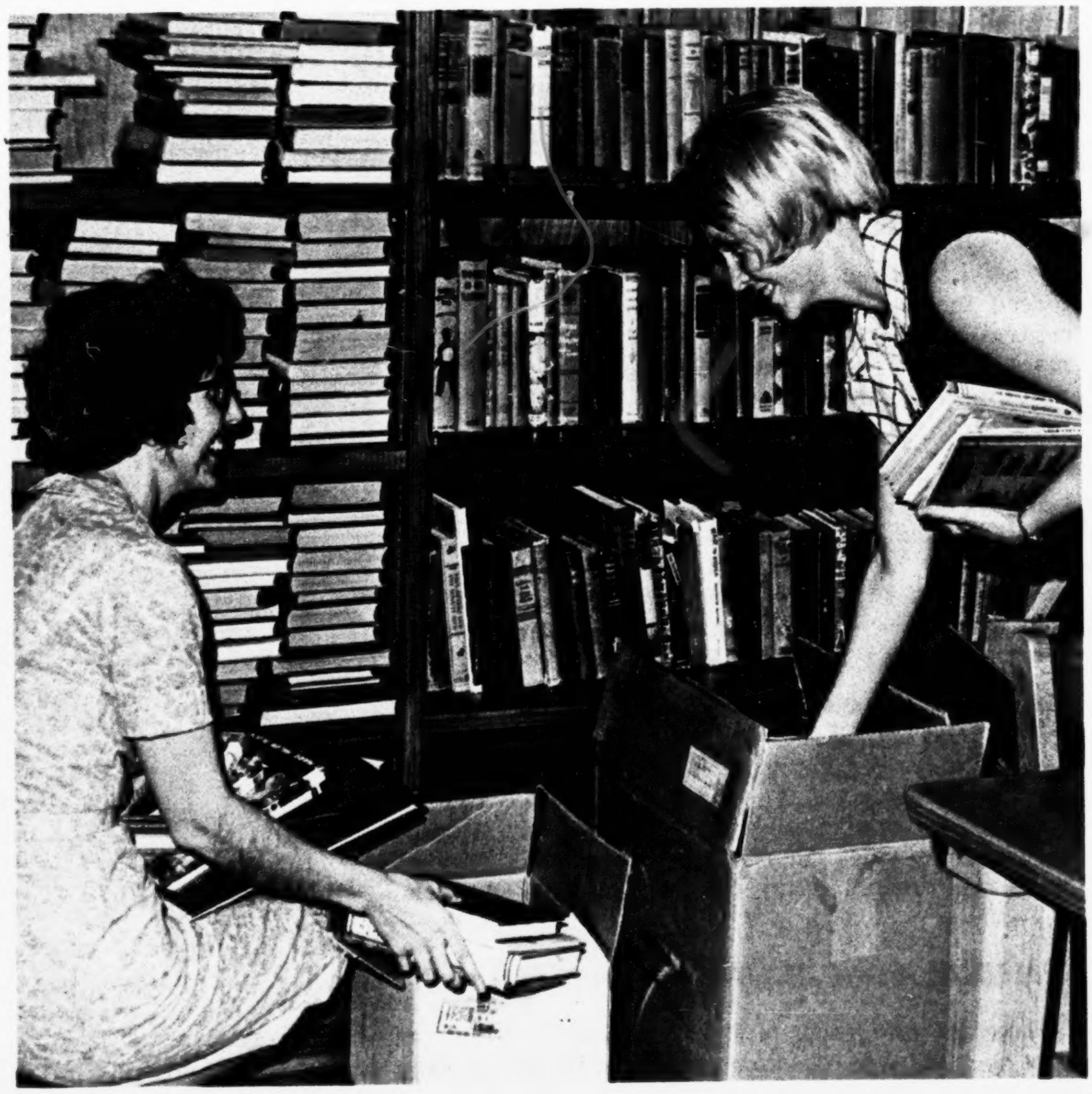
We are convinced that educationally deprived children need to learn that music is an integral part of everyday living. We believe that through proper instruction music can enrich the school curriculum, especially the areas of social studies and math; serve as a worthwhile social experience; provide physical activity; release pent-up emotion; and challenge the intellect.

LIBRARY SERVICE

Last year we employed one full-time librarian under Title I and purchased 1,788 library books with Title II and local funds to remedy an unbelievable situation in a formerly all-Negro school (now housing grades 7 and 8.) Special instruction on how to use a library was given the 116 educationally deprived children and a well-balanced collection of books, reference materials, newspapers, and magazines was secured. This program was well received by both students and teachers, and the results were gratifying.

We wish to continue this project with some modifications. Since the library is now well-balanced, all books are properly processed, and the students are more familiar with basic library skills, we feel that this program can be adequately continued by employing one certified librarian for 4 hours each day for the regular school year.

The educationally deprived students still need help in developing library skills and overcoming their reading deficiencies. The administration and faculty are hopeful that this program will be beneficial academically and keep these children interested in furthering their education.



Title
Improvement in Reading, Communicative, and Quantitative Skills

Project Budget
$53,040

Children in Project and Grade Levels
313 1-12

ESEA Staff
10 (plus 108 whose salaries are not paid by Title I funds)

REMEDIAL READING PROGRAM

This project involves the establishment of a remedial reading center at Morganton Junior High School to provide for educationally disadvantaged students. The remedial reading class schedule will coincide as nearly as possible with the regular reading class schedule. Pupils will be taken from their regular classes to attend this remedial reading class. In order to keep the class size small for effective work, classes will be of forty minute duration for seven periods each day.

Disadvantaged students are eligible for participation in the remedial reading program if they place eight or more months behind their grade in achievement and if they are recommended by the teacher.

Two Language Master machines are needed to be placed in two of the schools which have large concentration of educationally deprived children. These machines will be tremendous assets to the remedial reading program carried on as part of the Title I program.

Most of the material used in working with educationally deprived children is printed material. We consider the need for an additional duplicating machine to be pressing. As the teacher aides have been trained in the operation of these machines, the demand placed on the existing machine has been great.

Audiovisual materials also present a way of reducing the gap between the regular students and the educationally deprived children. With the audiovisual equipment now on hand, it is necessary to purchase an additional filmstrip projector. Again, as the teacher aides have been trained in the use of these machines, a heavy demand is placed on them.

REMEDIAL EDUCATION (Elementary Level)

Repeated efforts to maintain relatively equal progress in academic preparation have failed to keep a small percentage of our elementary school youngsters performing on a level indicative of success in academic requirements at the higher grade levels. Left in regular classes, these children have not responded to our normal program. Special remedial classes in communication and computational skills will be arranged to bring about this response.

Performance on tests of general ability, both group and individual, suggest that many of these pupils need a considerably slower and simpler presentation of school work if they are not to be left hopelessly behind. It is hoped that many of these participating pupils will be able to return to the regular school program at a later grade level.

OTHER—TEACHER AIDES

Demands on teachers to expand ideas and develop new techniques in teaching integrated classes; and chores of housekeeping, clerical duties, etc., reduce even more the time the teacher may devote to her professional duties. In order to utilize fully the training and competency of the teacher, it is proposed to hire one aide at each of the three elementary schools. The aide's duties will be to relieve the teachers of many nonprofessional tasks so that a better instructional program can be accomplished.

FOOD—LUNCH

This project involves the provision of hot lunches for educationally disadvantaged students who, because of low economic conditions in their homes, cannot pay for lunches at school or bring from home a minimum amount of food.

Title

Remedial Education, Supporting Services and Materials Center Project

Project Budget

$167,822

Children in Project and Grade Levels

1,295 1-12

ESEA Staff

47

READING IMPROVEMENT

For many years we have been concerned with the reading level of the students in the Caldwell County Schools, particularly in the fourth through the eighth grades. Because reading is a major problem with the educationally disadvantaged, and apparently is the key to solving most of their problems, it represents one of the greatest needs of our children.

This proposal will attempt to meet some of these needs by employing a qualified reading supervisor who will work in our Title I elementary schools with teachers and students alike during the regular school year. It will also make available five reading teachers stationed at five of our largest Title I elementary schools for a summer reading program.

The reading supervisor will work with teachers to:

- **Improve reading instruction**
- **Raise the interest level of reading**
- **Broaden the experiences of students through materials and other media**
- **Help create curious minds**
- **Make reading the most interesting and most stimulating part of the curriculum**
- **Plan reading programs on the level best fitted to the students' needs.**

We propose to employ five excellent elementary teachers to work in five of our largest Title I elementary schools for eight weeks during the summer of 1968. Their duties will be as follows:

- **Each teacher will work a six hour day**
- **Each teacher will work with students in grades 4-8**
- **Each teacher will determine a student's reading ability through the use of certain reading tests and then work with him from that point forward**
- **Students will be recommended to the summer program by their teachers and the reading supervisor, using test scores as a criteria for selection**
- **Each teacher will work with no more than eight students per hour**
- **Each teacher will be paid $1,000 for the eight weeks of work**
- **The summer program will begin on June 10, 1968, and end August 2, 1968.**

MATHEMATICS, NATURAL SCIENCE, SOCIAL SCIENCE, and SUMMER SCHOOL FOR REMEDIAL WORK IN ENGLISH and SECONDARY EDUCATION

The four high schools in Caldwell County will this year, as in the past, show a large percentage of failures in every subject area. This will be particularly true in English language arts, math, science, and social studies. Many of the students who repeatedly fail subjects become discouraged, lose interest, and drop out of school during the summer. We believe that a well chosen faculty, smaller learning groups, deemphasis of grades that label students failures, a general departure from prescribed text, and encouragement of participation at the student's own pace will set the stage for a well balanced and effective summer school and will retain these students. This program will provide the disadvantaged students with an opportunity to develop an understanding of the purpose of education, to develop "rapport" with the school and teachers, to discover the difference between success and failure, and to realign their educational aspirational goals.

Teachers will use audiovisual materials such as films, filmstrips, tapes, and transparencies from the audiovisual center to create interest, develop skill, and motivate the students. The librarian will open the high school library to summer school students and teachers during the six hour day. They will assist students whenever possible, maintain records of library utilization and assist teachers in preparation and utilization of audiovisual aids.

VOCATIONAL EDUCATION

Many of our educationally deprived students drop out of school in the early high school years because they cannot foresee any future in the academic curriculum to which they are constantly exposed and because they cannot effectively relate education to the economy of the future.

This proposal provides for a vocational director to work with the vocational teachers and to guide the individual student into a program designed to meet his needs.

His duties will be as follows:

- **To recruit and direct vocationally inclined students into a program that will best meet their needs**
- **To work with the underachievers in the 9th and 10th grades, guiding them into a program best fitted to their needs**
- **To study the vocational curriculum and the needs of the educationally deprived, thereby determining the future status of vocational education in Caldwell County**
- **To assist vocational education teachers in establishing and maintaining an effective instructional program for the educationally deprived**
- **To recommend inservice education for teachers of educationally deprived**
- **To work twelve months per year developing programs, recruiting students, and determining students' needs**

The vocational director will be paid $750 per month, or $9,000 per year. He must meet the qualifications as described by the State Division of Vocational Education.

TEACHER AIDES AT THE PRIMARY LEVEL

The addition of teacher aides to the primary instructional program will greatly enhance the effectiveness of this program as far as the educationally deprived are concerned. Through the delegation of non-instructional duties to the aide, the teacher will be able to devote more time to individual instruction, to work with small groups of educationally deprived children, and to provide a learning situation whereby the children are able to move at their own pace. Through the use of aides most of our Title I schools will be able to move into a team-teaching or ungraded primary situation. This in itself will foster an environment conducive to individual instruction for the "slow" student.

Duties of these aides will be as follows:

- **Relieving the teacher of clerical work and other nonprofessional tasks so that she can devote more time to the instructional attention of the children**
- **Housekeeping**
- **Technological, audiovisual equipment, etc.**
- **Monitorial**
- **Instructional support (reading stories, helping with physical education, music, etc.)**

ATTENDANCE SERVICE

Attendance in our public schools has long been a problem, particularly with the student who is one, two, or three grade levels behind and is nearing the age when he can "quit school."

We propose to employ an attendance counselor to work in four of our largest Title I attendance districts. He will work with the most chronic absentee cases trying to develop "rapport" between the home and school, and at the same time he will provide the Welfare Department, health organizations, courts, and civic organizations with information as to the most severe cases and some of their basic health and other needs.

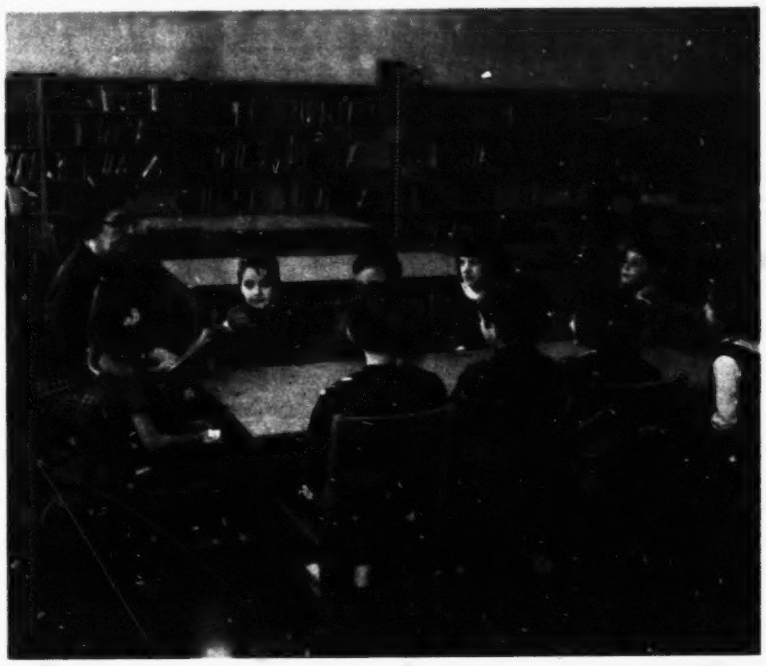
LIBRARY SERVICE

Several of our small Title I schools are without the services of a librarian. In the past, service has been provided by teachers on a self-service basis, by principals, and even by school secretaries.

We propose to increase library services in three of our small Title I elementary schools by employing two full-time librarians.

Their duties will be as follows:

- **Assist teachers in preparing library materials for student use, thereby freeing the teacher for more instructional service**
- **Make available library materials to students**
- **Help students in the selection of books and other materials**
- **Help students to select materials on the level best suited to their needs**
- **Help the teachers and reading supervisor stimulate reading and develop good reading habits.**



SPEECH THERAPY

Our major problem in our system has been the lack of speech therapy. At this time we have one speech therapist and he certainly cannot meet the needs of all children.

We propose to employ a speech therapist to work in four Title I districts. This therapist will work with the most chronic cases in the lower elementary and primary grades not exceeding 12 children per day.

The speech therapist will be a qualified person having completed the basic requirements for certification.

OTHER—MATERIALS CENTER

This is a continuation of the FY 1967 project and proposes to extend the materials center, which is located in the Administration Building and is within twenty minutes driving time of all schools in Caldwell County. The staff and services to be offered by this activity are as follows:

- **A staff consisting of an audiovisual director, a media technician, and a clerk-typist. This staff will be assisted by the project coordinator and bookkeeper whenever needed.**
- **The center will extend the present 16mm sound film library by adding film and other materials in the various disciplines to the extent of $15,249.**
- **The center is so stocked and staffed that teachers can develop teaching materials applicable to various teaching needs.**
- **The center will correlate materials with state adopted textbooks.**
- **Consultant services will be available from the audiovisual director and technician.**
- **The center will provide facilities and space for teachers to preview, review and audition materials applicable to a particular need or teaching situation; and to gather for in-service training in the use of various materials, for the development of production techniques, (operation and utilization of equipment), and for correlating their activities and use of materials with various community agencies and/or groups.**

- **The center will classify and catalog materials, and furnish each teacher with a copy of the catalog.**
- **The center will repair audiovisual equipment as needed.**
- **The center will prepare and distribute newsletters and information on availability of materials.**
- **The center will serve in a resource capacity for adult education programs through all agencies which are engaged in this type of service.**
- **The audiovisual director and media technician will train students in the operation and utilization of audiovisual equipment, thereby relieving the teacher for other duties.**
- **A film mobile will be used to deliver audiovisual materials and provide other services related to the program.**
- **The film service will be scheduled bi-weekly for a normal pick up and delivery routine; however, special services will be made available whenever needed.**
- **The audiovisual director and media technician will work twelve months.**

NOTE:

Correspondence with Patterson School for Boys, a private school, revealed that they had no student eligible for participation in the project; however, we do provide in the project that the materials center will be available to all private kindergartens and adult education classes and schools in the area.

LENOIR CITY SCHOOLS

Project No. 68-0004

Title

Improvement of Language Arts Skills and Art

Project Budget

$37,260

Children in Project and Grade Levels

292 1-12

ESEA Staff

7

ART

The art supervisor will work with the teachers and pupils who need a more effective means of expressing and communicating their ideas and emotions. The supervisor will spend the morning hours teaching art classes in the junior and senior high schools and will spend the afternoon schedule working with art instruction in the elementary schools. The art supervisor will work in all of the schools full-time.

The objective of the activity is to improve the student's emotional and social stability.

ENGLISH—READING

The services of two teacher aides will be available to work with pupils who have difficulty in reading. One of the aides will work full-time at West Lenoir School with students assigned on a regularly scheduled basis for instruction. The second aide will work full-time at Lenoir Junior High with students assigned on a regularly scheduled basis for instruction. Each aide will work with approximately 10-12 students in each group, reaching about 70 students per day.

FOOD SERVICE

A type "A" lunch will be provided daily for each of 37 children who will require nourishment for effective study. At each school lunches will be served daily to those students eligible under the program.

The objective of the activity is to improve the nutritional health of the children served by this project. It is expected that conditions related to learning might be improved. For some children school attendance will be improved.

LIBRARY SERVICE

The librarian will furnish library instruction and services with increased emphasis to those children identified as educationally deprived. The services of the librarian will be full-time. She will work with individuals and groups of students needing instruction and services on a regularly scheduled basis.

OTHER—INSERVICE TRAINING

Inservice training for the six staff members will include a workshop for purposes of orientation. This will be held prior to the beginning of the school year. An analysis of the duties and responsibilities of each staff member will be outlined and discussed thoroughly in individual conference or conferences.

Materials and their use and services, as related to the needs and progress of the children, will be reviewed in staff meetings throughout the year.

The staff will be further acquainted with the results of the evaluation of previous project activities.

CATAWBA COUNTY BOARD OF EDUCATION — Project No. 68-0141

Title
Kindergarten, Primary Teacher Aides, Reading Laboratories

Project Budget
$102,166

Children in Project and Grade Levels
660 K-6

ESEA Staff
27 (plus 65 whose salaries are not paid by Title I funds)

CULTURAL ENRICHMENT

Children who have not had a preschool or kindergarten experience are to some degree educationally deprived. All children residing in the attendance area served by the eligible schools will be invited to attend kindergarten.

Activities promoting "cultural enrichment" will be the essence of this kindergarten experience.

The parents of these preschool children (160) will be invited to class parties, field trips, lunches and breakfasts, chapel programs, open house and birthday parties. The parents will participate in watching and helping these children grow through this kindergarten experience on the public school premise.

ENGLISH—READING

Children who are not performing at the reading level expected of them in terms of their age and ability will be enrolled in a reading laboratory. Normally the classroom teachers will refer these children to the laboratories. Their deficiencies in specific skills will be diagnosed. The child's instructional and independent reading level will be determined through informal reading inventories and other tests, and the teacher will instruct in terms of filling the gaps that have occurred in the regular developmental reading program.

The main objective of this activity is that the children improve to the point where they are reading on the level that would normally be expected according to their grade level and mental abilities.

OTHER—KINDERGARTEN

Kindergarten will provide a place where, through play activities, children are afforded experiences which develop the characteristics of self-identity, social awareness, good attitudes toward learning, and a basis for future learning. The objective includes preparing the children for later and more formal school learning.

Extension courses, arranged with Appalachian State University will be offered at Catawba Valley Technical Institute for kindergarten teachers. Kindergarten Curriculum, Psychology of Early Childhood, and Audiovisual Education are the types of courses that have been planned. The head kindergarten teacher is experienced and a certified kindergarten teacher will conduct inservice and on-the-job training throughout the school year.

OTHER—TEACHER AIDES

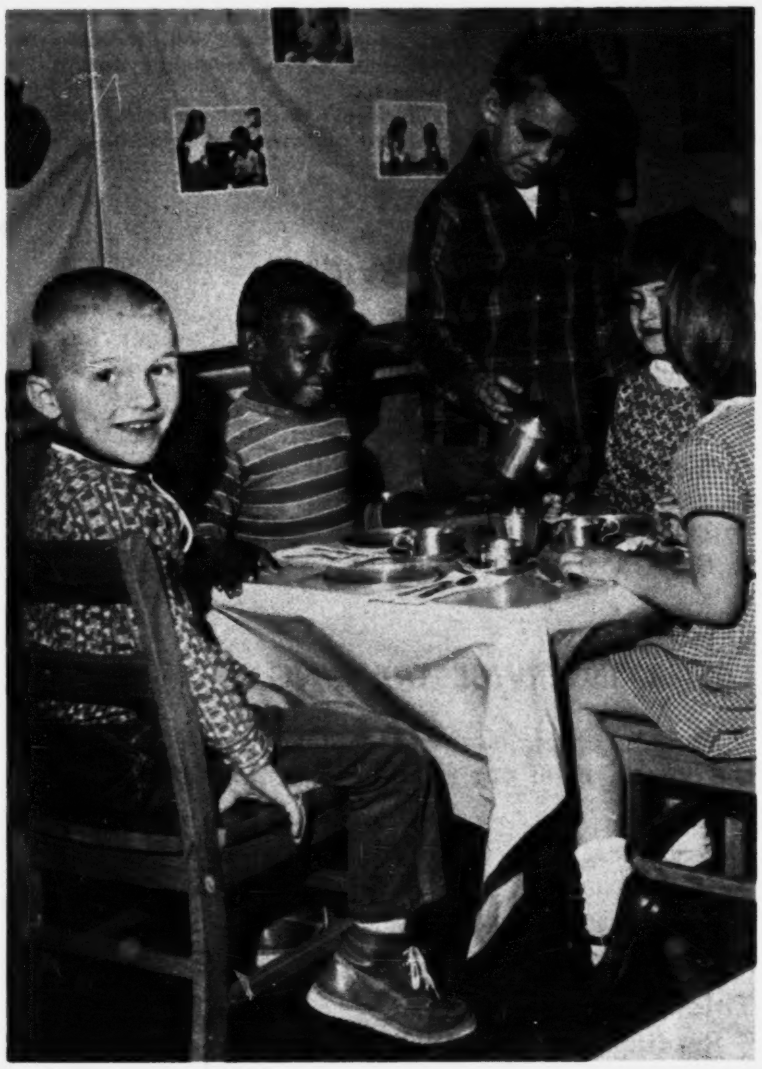
After receiving training and working under the supervision of professionals, the aides for kindergarten will play with small groups of children; help children use toys, games, and housekeeping equipment; take groups out for recess; get them ready for meals and serve their food; prepare and supervise rest periods; do housekeeping chores; settles quarrels and help children learn to share, play and work together; tell stories; teach nursery rhymes and songs; and read to them. The aides are certified bus drivers and drive the school buses from the elementary schools to the kindergarten in the mornings and drive the children back to the elementary school after classes.

The teacher aides for the primary teachers will have the effect of freeing the classroom teacher so that she may use her talents in working with small groups and individuals rather than in doing clerical work or general classroom supervision.

FOOD SERVICE

The objective of our food service is to see that lack of nourishment is not a factor affecting the children's attitudes, interests, and vitalities.

- **Breakfast will be available to kindergarten children.**
- **A morning snack will be provided for all kindergarten children.**
- **A lunch will be served to all kindergarten children.**
- **All kindergarten children will receive a free snack daily. The children from poor families will receive a free breakfast and lunch daily.**



HEALTH—DENTAL and HEALTH—MEDICAL

The kindergarten teachers will screen the children according to the State health form. If a child appears to need further examination, that child will be referred to the health department nurses who visit the kindergartens. The nurses will examine these children and indicate, to the parents and teachers of these children, their recommendations for follow-up. The Title I office will also be notified by the health department of any child needing medical or dental attention. If the parents of the child cannot afford to have the child's needs attended to, the Title I office or the health department will attempt to get permission from the parents to arrange and pay for the needed health or medical service.

PSYCHOLOGICAL (Testing)

Tests will be used for evaluation; diagnosis; determining achievement levels, reading readiness, and intelligence quotients. Performance in tests will indicate which children need help in a reading laboratory situation.

- **Diagnostic tests will determine the areas of weakness in different children (reading skills).**
- **Initial reading inventories will indicate the level at which**

the child performs and the level at which he is most receptive. Pre- and post-tests of achievement will indicate the degree and nature of changes or improvement during the interval of pre- and post-testing.
- **Reading readiness tests (primary mental abilities) will indicate the child's readiness to perform in beginning reading experiences.**

TRANSPORTATION SERVICE

The Catawba County Public School bus service will provide transportation for the children enrolled in the kindergartens. The children who will attend the kindergartens will be picked up at, or near, their residence on the regular school bus routes. They will be transported to the elementary school which they will attend next year. They will then be transported to the kindergarten from the elementary school.

OTHER—INSERVICE TRAINING

Outside specialists will conduct classes related to the objectives of our reading laboratory program. Our reading consultant will hold conferences with the teachers throughout the school year. Other specialists on our staff will hold inservice meetings coordinating the effort of the Title I program and the general school curriculum.

The regular classroom teacher and the reading laboratory teacher will have the opportunity to attend classes in diagnostic testing and corrective reading. The inservice program will have as one of its objectives the coordination of the classroom activities in reading, and the laboratory approach to the teaching of reading. This year, through our inservice training program for classroom teachers, we hope to create awareness of the techniques, methods, and materials used in the reading laboratory situation.

Inservice training for kindergarten teachers will be conducted by the head teachers at the two centers. Both of these teachers are certified kindergarten or primary teachers.

HICKORY CITY SCHOOLS

Project No. 68-0025

Title
Reading Improvement Program

Project Budget
$65,418

Children in Project and Grade Levels

426	1-12 and ungraded

ESEA Staff
12

ENGLISH—READING

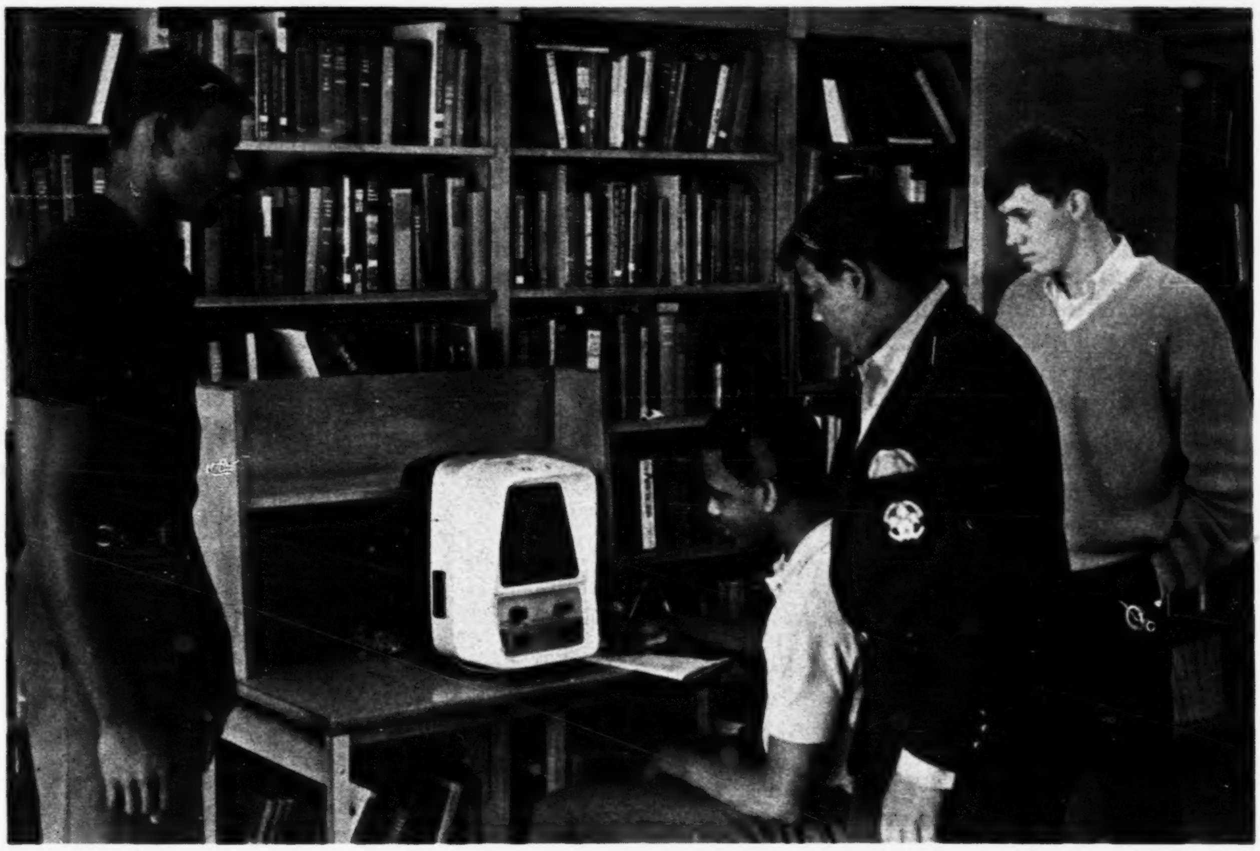
The primary objective of this project is to improve the basic reading skills of the participants. Teachers and aides will attempt to recognize and correct all deficiencies related to poor reading. Many of the participants have negative self-images. This we hope to improve along with negative attitudes toward school. Every effort will be made to help these children feel that they are important. The teachers will be, in actuality, teaching students to read along with serving as counselors to these children.

Many different kinds of reading materials will be available to the teachers throughout the year. Using these and any other materials available, the teachers will work with these children. The classes will be made up of ten or fewer students. This will enable the teachers to work more with each individual. Each class will be held for 30 to 60 minutes daily, depending on the needs of the children and the individual school situation.

During the year, children will be permitted to move

out of the program, if they have progressed satisfactorily, making room for others who are more in need of the services. We will try to reach as many children as possible without diluting the program.

A control group as nearly comparable to these children as possible will be located at a noneligible school. They will not have the benefit of the special teachers and reading materials. They will be given pre- and post-tests, and at the end of the year the progress of the two groups will be compared.



Title
Reading—Development and Improvement

Project Budget
$31,377

Children in Project and Grade Levels

1,360	1-9 and ungraded

ESEA Staff
10

ENGLISH—READING

The reading program will be aimed at development and improvement both on an individualized classroom and specialized level. Those students with definite reading problems will be taught by the reading specialist while those who are underachievers in reading will benefit from the program by use of special reading materials placed in reading laboratories in eligible elementary schools. A reading specialist will work in four elementary schools teaching small groups and operating the labs. Also she will work with other teachers in selecting materials for use with individual children (other than those taught by the specialist) or small groups of children within the classrooms.

The following are the aims of our reading program:

- **Acquire new reading skills**
- **Reinforce those skills already acquired but which are weak**
- **Stress sounds and listening for sounds**
- **Improve reading study skills**
- **Improve comprehension through continuous motivation**
- **Develop but not over emphasize oral reading**
- **Develop good reading habits.**

OTHER—TEACHER AIDES

The purpose of this area of the project is to provide teacher aides for regular classrooms in eligible schools. Teacher aides will relieve regular classroom teachers of many small duties to free them to work with small groups and/or individual children especially in reading; provide adult supervision for student activities that do not require the services of certified teachers; act as a second person (teacher) in the classroom to help with group or individual work as planned by the regular teacher; help prepare materials, keep records, grade papers and any other tasks that could be done by such persons; work with the reading specialist as well as with the regular classroom teachers in carrying out certain duties related to reading activities, especially in cases where special individual help is needed; and work with library aides to help improve the library program and participation.

Teacher aides will in no way take the place of regular classroom teachers. They will merely serve as assistants to these teachers. All work will be organized and planned by certified teachers and will be carried out by teacher aides under the supervision of these teachers.

Teacher aides will work with more than one teacher and in most cases will be a part of a team of teachers who will be working together. This team, plus the aide or aides, will use a team planning approach. We hope this will help us as we attempt a modified team teaching, nongraded approach aimed toward a better meeting of individual student needs.

LIBRARY SERVICE

The library project will consist of two full-time teacher aides working in the qualifying school libraries. The purpose of the services of these aides will be:

- **To add enrichment to the library program by making it possible to keep the libraries open during the entire school day with the supervision of a qualified adult**
- **To add to the program by giving more specialized library service in book selection, material collections, and expediting of the various processes of the library**
- **To add individual enrichment by giving extra time to individual pupils in their selection of books and recreational reading on appropriate reading levels**
- **To make the library a more integral part of the entire school program by expanding services to students and teachers.**

Each of the aides involved in this program will spend approximately one-half of each school day in each of the two school libraries they will serve. These library aides will work the necessary hours to keep the libraries of Thornton, Newton, Conover and Central Elementary Schools open when the certified librarians, who regularly serve these schools on a part-time basis only, are at another building in the system.

Title
Upgrade Basic Skills

Project Budget
$80,013

Children in Project and Grade Levels
791 K, 1-12

ESEA Staff
22

ENGLISH—READING

Basic features of English—reading include a remedial reading teacher for our six elementary schools; a kindergarten program for deprived students to introduce basic reading skills; one high school English class for deprived students to emphasize reading rather than grammar; and teacher aides to serve primary-grade teachers in order that they might give deprived students more individual instruction in reading.

The objectives of this program are to improve the reading skills of these deprived students by additional exposure to the written word; and to heighten the students' interest in reading through a variety of stimulating equipment and materials designed for the slow and indifferent student.

Inservice training will involve the use of a consultant to work with 12 personnel: 1 kindergarten teacher and 11 teacher aides. The consultant will introduce new techniques for assisting teachers, and will coordinate the activities of our aides. Our regular elementary teachers are receiving inservice training under the aegis of Title III of the ESEA.

OTHER—KINDERGARTEN PROGRAM

Two sessions of our kindergarten program will be held daily—one from 9:00 a.m. to 11:30 a.m. and the other from 1:00 p.m. until 3:30 p.m. Each class will accommodate 20 kindergarten students, giving us a total of 40 students in our program. Parents will provide transportation for their children. Many of the students will come from the immediate locality, since it is a deprived neighborhood and has many eligible students.

Through kindergarten experiences we hope to provide:

- **Preschool activities for those disadvantaged students in order to equate their preschool experiences with those of children from average homes**
- **A pleasant environment which will assist these children in their transition from home to school and create in them a receptive attitude toward learning activities**
- **Social experiences and related values in these experiences so the student can adjust to a more complex school environment than that of this immediate community**
- **Preschool academic experiences lacking in the homes of these deprived children.**

SUPER MARKET

Title

Remedial Education in English—Reading

Project Budget

$209,608

Children in Project and Grade Levels

862 1-12 and ungraded

ESEA Staff

83½

ENGLISH—READING

North Iredell High School

The program will employ five additional teachers, and three teachers will be assigned to small group (6-8 pupils) instruction. Said instruction will include diagnostic and developmental procedures, and emphasis will be placed on serving individual needs.

Two teachers will do individual tutoring and educational counseling with pupils who have critical reading problems. Three teacher aides will assist the teachers mentioned above.

A full time clerk will be assigned to the guidance office and another will assist the five teachers by preparing printed materials, typing lesson plans, corresponding with parents, keeping statistical records for evaluation, assisting in library services and providing other general clerical assistance.

The summer program at North High School will continue the remedial program along with efforts toward developing good study habits, improving self concept and self understanding.

Unity High School

During the regular school year three high school teachers will be assigned to do small group (6-8 pupils) remedial work with educationally deprived children. Two high school teachers will do individual tutoring and educational counseling with children who have critical needs. Two aides will assist the five teachers mentioned above.

In the elementary program three teachers will be assigned to small group instruction, two assigned to do individual tutoring and counseling, working very closely with the child's regular teacher in developing desirable study habits, a good self concept, and self understanding. Two aides will assist the above teachers. One teacher and one aide will work toward developing a program of activities for youngsters who are not mature enough to begin reading.

One clerical assistant will serve both elementary and high school programs by assisting the teachers in preparing printed material, corresponding with parents, typing lesson plans, assisting in library, and providing other general clerical assistance. One clerk will assist in the guidance department.

The high school summer program at Unity will be concerned with carrying through with the remedial work already underway, in developing good study habits, in improving self concept and self understanding. Groups will be larger, however.

The elementary summer program will continue its efforts as mentioned above but groups will, of necessity, be larger than during the regular school year.

Amity Elementary School

The program will provide for four additional teachers, three aides and one secretary-clerk. Two teachers will receive small group (6-8) assignments in order to give educationally deprived pupils in the school an opportunity for increased individual attention and instruction.

The third teacher will be used as a "special" teacher who will do individual tutoring and counseling with extreme cases; dealing with pupils from all grades, and working very closely with the individual's regular teacher at all times.

The fourth teacher will work with the immature children entirely. Her efforts will be toward identifying said children, and developing and carrying on a program of activities which will prepare the youngsters for regular first grade work.

Two of the teacher aides will assist the special and small group teachers in developing and utilizing supplies, audiovisual aids, and all of the educational materials available, in such manner as to contribute to the upgrading of the instructional program.

The third aide will assist the "special" teacher and the readiness teacher in the same manner as above.

The secretary-clerk will provide general clerical assistance to all the personnel participating in this program.

The summer program at Amity will provide for remedial work in basic English—reading subject matter. Two teachers and two aides will be used for remedial work and one teacher and one aide will continue with the readiness activities program. The secretary-clerk will serve all staff personnel.

Shepherd Elementary School

The program calls for one teacher, one teacher aide and one clerical assistant. The teacher, assisted by her aide will do small group (6-8 pupils) remedial work in English—reading; working very closely with the regular teacher at all times. In addition, this team will work toward identification of pupils who are not yet ready to do regular school work and provide special readiness activities for these youngsters.

The clerical assistant will prepare printed matter and lesson materials, do correspondence with parents, prepare statistical and research materials, etc.

Union Grove Elementary School

The program will provide for five additional teachers, three aides, and one secretary-clerk. Two teachers will receive small group (6-8 pupils) assignments in order to give selected pupils in the school an opportunity for an increased amount of individual attention and instruction.

Two teachers will be used as a "special" teacher who will do individual tutoring and counseling with pupils with critical needs from all grades in English—reading working very closely with the individual's regular teacher at all times.

One teacher will work with the immature children entirely. Her efforts will be toward identifying said children and developing and carrying on a program of activities, which will prepare the youngsters for regular first grade work.

Two of the teacher aides will assist the small group and individual tutoring teachers in developing and utilizing supplies, audiovisual aids, and all of the educational materials available in such manner as to contribute to the upgrading of the instructional program.

The third aide will assist the readiness teacher in the same manner as above.

The secretary-clerk will provide general clerical assistance to all the personnel participating in this program.

The summer program at Union Grove will provide for remedial work in English — reading. Four teachers and two aides will be used for remedial work and one teacher and one aide will continue with the readiness activities program. The secretary-clerk will serve all staff personnel.

Barium Springs Home for Children

During the remainder of this school year the program will provide for two teachers who will do individual tutoring, and small group remedial work.

The summer program will provide larger scale services utilizing four teachers, two aides, one librarian, and one counselor. Emphasis will still be on small group instruction using the speed reader, language lab and other audiovisual aids.

ATTENDANCE SERVICE and HEALTH—MEDICAL

One attendance-social worker and one nurse will serve the program and their services will be available to the five public schools. Their efforts will be toward improving the health and welfare of pupils through careful scrutiny of records, home visitation and referrals to appropriate agencies.

GUIDANCE SERVICE

A full-time guidance counselor will offer full guidance services to the staff of North Iredell and Unity High Schools, serving as resource person and leader in promoting improved self concept and self understanding among pupils. Counseling service will be available for pupils, and they will be encouraged to use same.

At Barium Springs a full time guidance counselor will serve as a resource person for the teachers and counselor for the children, most of whom come from a home environment with many serious problems.

The program also provide funds for tuition fees to permit high school students from the Home to attend summer school at South Iredell High School. The counselor will serve these people from his station at the Barium Campus.

LIBRARY SERVICE

One full-time librarian will provide complete library services for the high school programs. This will include assisting teachers in securing lesson planning materials and working closely with the counselor in providing a good information service.

The full-time librarian will cooperate with staff members at Barium Springs in developing plans and materials and in using library materials from one of our nearby schools.

TRANSPORTATION SERVICE

Transportation will be contracted with the Iredell County Board of Education and supervised by its transportation supervisor and project staff personnel.

The Barium administration will furnish buildings for the program at the Home and custodial services and transportation for high school students who attend summer school.

MOORESVILLE CITY SCHOOLS

Project No. 68-0001

Title
Supplementary Services for Deprived Youth

Project Budget
$54,676

Children in Project and Grade Levels
394 1-12

ESEA Staff
33 (plus 3 whose salaries are not paid by Title I funds)

ENGLISH—READING

A special reading teacher will be employed for the school year 1967-68. She will work to raise the achievement in basic reading skills, and other related language arts skills, of those children referred to her by regular classroom teachers. Extensive screening will be done to identify particular areas of need in communication skills and the teaching will be specifically directed toward correcting or improving the performance of students.

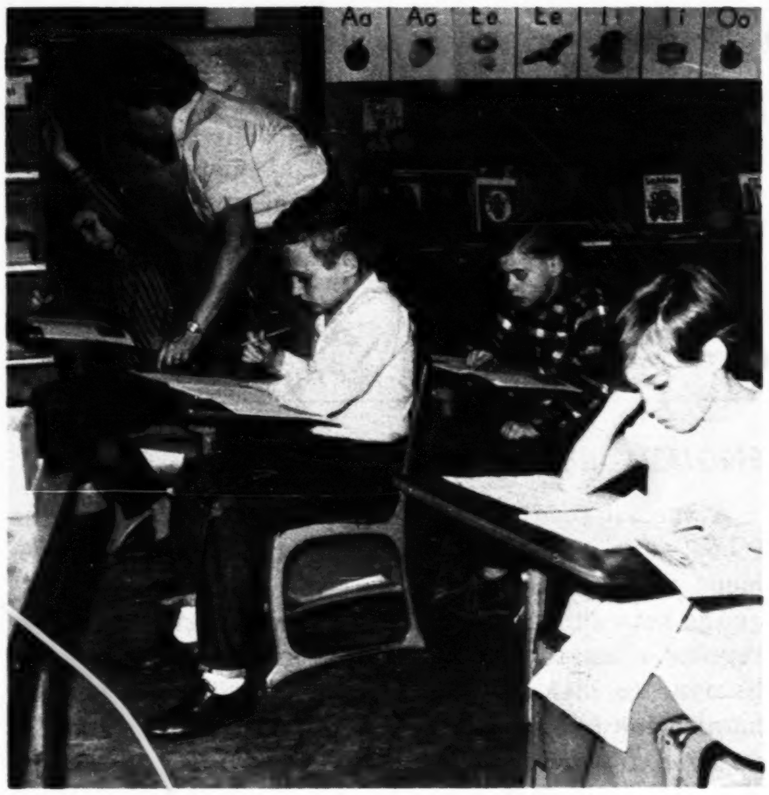
The special teacher will also serve as the consultant for all teachers who teach reading. The planning, understanding of individual needs, selection of materials and ways of working with special communication skills problems, and recording progress made will contribute to improving the total reading and language arts instructional program.

In addition to the employment of a special reading teacher, a speech therapist employed by the system will supplement the services of the regular classroom teacher in the English—speech area. She will screen those children referred to her and diagnose the individual speech difficulties. Diagnosis will be followed by a planned program of therapy, using special materials and individual and/or small group instruction. The services provided by the speech therapist will contribute to the total improvement of communication skills in the particular area of speech.

Also, the employment of an additional primary teacher at the Dunbar School will eliminate the combination classroom of grades 1 and 2 and will reduce the class size in both grades. The extra teacher will provide for more individual instruction and will give the teacher an opportunity to work intensively on the teaching of reading and other communication skills.

Individualized materials and newer and more interesting methods of instruction will be used. Children selected for this activity will be primary children at Dunbar School who would normally be in a combination classroom.

To strengthen the project activity further, teacher aides will be provided for the primary grades in eligible schools to contribute additional services and support the efforts of the classroom teachers, the special reading teacher, the speech therapist, and all involved in the total program.



It is felt that the strengthening of the language arts and reading programs will have a direct impact on all curriculum areas and on the improvement of performance and achievement of students.

There will be no inservice training for teachers but teacher aides will participate in a locally planned and conducted program. Parents will be involved in conferences and observation of the activities of the program.

Another phase of this project activity is the summer program of reading for students who need individual instruction to raise their reading level.

OTHER—SUMMER KINDERGARTEN

The preschool readiness program will be conducted for a period of six weeks during the summer of 1968. Children who show, from previous screening and conferences with parents, a need for preschool experiences will be encouraged to attend. The staff will probably number five teachers, selected from regular first year teachers, and five teacher aides.

A large variety of materials and equipment will be used which will enable teachers to provide needed experiences for students who have previously been deprived of such activities. Food, clothing, and health services will be made available. The program will be planned to provide a wide range of experiences necessary as preparation for formal learning.

Inservice training for teachers will be planned and conducted locally; parents will be involved in conferences scheduled during the six weeks period.

CLOTHING SERVICE

Increased emphasis will be placed on the material needs of children in the area of clothing. The classroom teachers, with the assistance of public welfare department personnel and some other community agencies, will be responsible for identifying needs and making proper referrals in order for the needs to be met. It is expected that provision of proper clothing will help students find and accept their normal role in their group and in society.

FOOD SERVICE

Free lunches and/or breakfast will be provided during the regular school year for those children who suffer from malnutrition and who do not receive proper attention at home.

During the summer program, food services will also be provided in the form of juice and a cookie for the mid-morning break and a light breakfast for those who cannot be provided breakfast at home.

HEALTH—DENTAL and HEALTH—MEDICAL

Increased emphasis on screening and follow-up of health deficiencies is planned. Attention will be given to vision, hearing, dental needs, and any other physical deficiencies. A school nurse will be employed during the six weeks summer program to render concentrated service in this area. A half-time nurse will be employed during the regular school year. The classroom teachers will cooperate with the school nurses and the part-time public health nurses in the summer program and during the regular school year.

It is expected that many needed corrections can be made which will influence the quality of work that a healthy child can do.

TRANSPORTATION SERVICE

During the summer program some children must be transported to and from school in order for them to be able to attend. This transportation will be contracted as needed using either bus or taxi service.

Field trips are planned to provide experiences which have not been available to the deprived child. Most of these trips will be scheduled during the summer program. However, some field trips may be taken during the school year if a need exists for them.

STATESVILLE CITY SCHOOLS

Project No. 68-0080

Title

A Program to Reduce Educational and Physical Deficiencies of Pupils from Low Income Families

Project Budget

$81,837

Children in Project and Grade Levels

580 1-12

ESEA Staff

15

ENGLISH—READING

Six teachers will be employed to teach educationally disadvantaged children in four eligible elementary schools. They will conduct remedial work with individuals and small groups who are below grade level in English and reading. The periods will be 30 to 60 minutes in length depending on the attention span of the students and nature of the work. One and one-half teachers will be used to relieve building principals of teaching responsibilities so that the principals can work with the whole ESEA improvement project in their schools.

Teacher aides will be employed (if funds become available) to work with regular teachers, relieving them of nonteaching tasks, so they can give more time and attention to children who are below grade level.

Our present plans include the employment of two teachers, one for each junior high, to teach remedial English and reading in a three period block. Each teacher would have at least two blocks. The classes would be composed of educationally disadvantaged children.

Teacher aides will be employed (if funds become available) to work with regular teachers so they can spend more time working with children who are below grade level.

As soon as funds become available, it is our plan to employ one teacher to do remedial work in English and reading in grades 9-12 at Morningside High School. The teacher would work with small groups in 60 minute periods.

HEALTH—PHYSICAL EDUCATION

The Morningside High School has a male health and physical education teacher who teaches both boys and girls. Our plan is to employ a woman teacher for the girls. This will make all health and physical education classes smaller and permit extra time for instruction of those students who are below grade level in this areas.

A study of the needs of deprived children in this school shows that a program of this type should include provisions for the following:

- **Development of good health habits**
- **Identification, encouragement, and assistance for those students who are physically underdeveloped**
- **Activities that will contribute to cardiovascular endurance, muscular strength, agility, and balance**

- **Development of a good attitude toward hard work and self-discipline**
- **Recognition of the achievement of those who participate in the program**
- **Activities to help students attain a high level of physical development**
- **Instruction in health and personal hygiene**

The teacher will have at her disposal appropriate materials and equipment that are necessary for a balanced physical education program. The school's physical education department, guidance department, library, and textbook inventory can supply most materials and equipment. Some will have to be purchased, if funds are available.

OTHER—TEACHER AIDES

At present we plan to employ two teacher aides. One aide will be assigned to Statesville Senior High School and the other to Morningside High School. They will be used to relieve the librarians and teachers of nonprofessional tasks, so they can spend more time working with educationally deprived children. The aides are to do typing, duplicating, preparing teaching materials, processing books, setting up audiovisual equipment, filing materials, etc.

GUIDANCE SERVICE

A study of the characteristics of the educationally deprived children who attend Statesville Senior High School reveals the need for an additional guidance counselor. Our plan is to employ a counselor to do the guidance work and counseling needed in this situation.

The counselor will provide the following services:

- **Assist students in schedule planning**
- **Provide educational and occupational information**
- **Assist students with personal and social problems**
- **Conduct orientation conferences with new students**
- **Assist in the testing programs**
- **Coordinate with the ESEA nurse health services for educationally deprived students**
- **Work with teachers and parents so that everyone concerned will know and understand students better**

A feature of this program will be a social living class for seniors who are considered to be terminal students. The class will meet for one semester. Some of the topics to be discussed in the class are:

- **Vocational and educational opportunities beyond high school**
- **Job opportunities**
- **Marriage and family life**

The counselor will have at her disposal appropriate films, filmstrips, projectors, books, booklets, charts, and tape recorder to help carry out the intent of the program.

HEALTH—MEDICAL

A full-time nurse will be employed to serve in the seven ESEA qualifying schools. She will work with children who are referred to her by the teachers and principals for further health screening. The nurse will try to determine if these children have any health problems that hinder them from progressing educationally as they should. If defects are found she will work in cooperation with the home, school, and local health agencies to see if measures can be taken to correct the situation.

The health services performed by the nurse will have supervision by the superintendent and professional supervision by the local health department.

ROWAN COUNTY BOARD OF EDUCATION

Project No. 68-0076

Title
Language Arts Improvement Program

Project Budget
$130,921

Children in Project and Grade Levels
3,000 1-12 and ungraded

ESEA Staff
40 (plus 4 whose salaries are not paid by Title I funds)

ENGLISH—READING

This activity is designed to give special attention to the strengthening of language arts skills of the educationally disadvantaged child by providing additional personnel and instructional materials.

Dunbar and R. A. Clement, the two schools with the largest number of deprived children, will have a full-time reading teacher assigned to each school. She will work with individuals or small groups of deprived readers who are referred for special attention.

A third school, East Spencer Elementary, which has a very high concentration of economically and educationally deprived, will have a half-time reading teacher. She, too, will give special clinical instruction to individuals or small groups of deprived or reluctant readers.

A reading specialist (such a person is readily available) will be employed to work closely with the reading teachers at Dunbar, R. A. Clement, and East Spencer Schools. She will serve as a consultant and diagnostician, suggesting materials and methods to be used.

In addition to the work in these schools with the reading teachers, she will be "on call" to help any classroom teacher who desires special help with the disadvantaged reader.

A secretary will be employed to assist with the preparation of duplicated materials for drill and transparencies for use with the overhead projector. Under the direction of the reading specialist, she will prepare materials for small group work as requested by the reading teachers and approved by the specialist. In addition, she will free the director from much routine office work which will provide more time for

leadership for the total program, thus giving the child a greater degree of help.

To facilitate the work of the three special reading teachers, a reading center or clinic will be set up in each of these schools. Each will be equipped with Controlled Reader, listening devices, Language Masters, other audiovisual materials, and a variety of printed instructional materials, in addition to those already placed in the schools in previous years by Title I funds.

OTHER—TEACHER AIDES

Each qualifying school will be allotted teacher aides on the basis of the number of deprived children enrolled in that school. Each high school will be allotted one teacher aide to give assistance to language arts teachers and librarians. Elementary schools with as many as 55-60 deprived children will be allotted two aides. Those with fewer deprived children will be allotted one aide. Because of its extremely high concentration of the deprived, R. A. Clement School will have three aides.

The use of the teacher aides will be limited to non-instructional duties, thus providing the teacher with released time for planning and implementing special instructional activities for the deprived.

If an appropriate person is available, one of the aides at R. A. Clement School will be asked to work with the principal and coordinator in setting up a "clothing closet" to provide children with essential items of clothing which their families cannot afford and which are not available elsewhere.

OTHER—INSERVICE TRAINING

During the project period, the coordinator, reading specialist, and regular supervisors—under the direction of the assistant superintendent—will work co-operatively in planning and holding workshops for teachers and aides.

Immediately after the opening of school, a series of workshops will be held for all teacher aides and teachers—to acquaint aides of the types of services she can render, and to train teachers how to plan effectively for, and use, the aides.

If requested by the schools or groups of teachers, special sessions will be held to acquaint the classroom teachers with methods of using materials and/or equipment that have been or will be provided.

SALISBURY CITY SCHOOLS

Project No. 68-0061

Title
Corrective Reading and Language

Project Budget
$85,688

Children in Project and Grade Levels
526 3-12

ESEA Staff
12

CORRECTIVE READING

This project will be headed by an acting director who will be assigned to the staff of an assistant superintendent. Eight reading teachers will be placed in the eligible schools. Pupils will be selected according to the degree of variance between their mental ability and their reading ability. Special attention will be given to pupils of low aspirational level and those who display a negative self-image.

The reading director will, with the aid of other staff members, seek a diagnosis of each selected pupil's reading problems, and will prescribe the type instruction that the reading teacher will employ. The reading teachers will work with individuals and small groups of children. There will be dialogue in which the pupil will be encouraged to express himself in simple coherent statements. It is anticipated that improved reading and language skills will help the pupil in other areas of the curriculum. The classroom teacher will be involved in the analysis decisions and will support the corrective measures with additional reinforcement within the regular classroom instructional program.

SCHOOL SOCIAL WORK

The health of the child is of utmost importance as it relates to his efficiency as a learner. The process of learning is impaired when a child is sick or uncomfortably hungry. The relationship of these factors to the teaching of the child is most apparent. In like manner it is most important that the home be made aware of the need for cooperation in the joint effort of educating the pupil.

To insure that each pupil will have sufficient clothing, adequate food, and proper medical attention, as well as to relate these needs to the parents of the pupil, a home-school counselor will be employed. This counselor will work closely with the pupils eligible for the reading program, observing them both in the reading project and in their regular classroom instruction. She will visit the homes of the pupils and elicit the cooperation of the parents by displaying interest and enthusiasm for the successes that will have been gained.

If the home-school counselor discovers needs in the home situation, the parents will be referred to the appropriate community agency. A small budget is proposed to provide pupil lunches until such times as the Welfare Department can certify the need and the school can provide lunches through regular channels. A budget item for clothing is proposed to provide minimum essentials for emergency care of eligible pupils. A similar item is proposed to assist in the medical care of indigent pupils. All medical examinations and treatment are coordinated through the Rowan County Health Department.

NOTE:

Pupils from Sacred Heart Roman Catholic School have already been tested and will participate in the instruction under this project. The anticipated plans are for a reading teacher to visit this school. These pupils will be released from class to participate in the program in the same manner as the children in the public schools.

SURRY COUNTY BOARD OF EDUCATION

Project No. 68-0154

Title
To Improve the Teaching-Learning Process for Educationally Deprived Children in Surry County

Project Budget
$322,818

Children in Project and Grade Levels
2,476 1-12 and ungraded

ESEA Staff
62 (plus 336 whose salaries are not paid by Title I funds and 22 unpaid volunteers)

CULTURAL ENRICHMENT

Emphasis will be placed on providing cultural experiences for children in areas where voids occur in their background. Activities will include trips to surrounding areas; purchasing and classroom use of films, filmstrips, projected transparencies, and charts; and discussions of current cultural events that are pertinent to units of work on the student's grade level. Art and music will be of primary concern. Individuals living in the communities and who have talent and/or special abilities in art and music will be invited to the schools to participate in the activities. No special teachers in art and music have been located for employment; therefore, activities have been planned to utilize resources other than teachers.

The staff to be employed for cultural enrichment activities and all instructional areas will consist of 16 elementary teachers, 38 teacher aides, one audiovisual coordinator, one assistant to the audiovisual coordinator, and one clerical assistant.

ENGLISH—READING

Emphasis will be placed on children who lack basic skills in reading and find it difficult to work up to capacity in other instructional areas. Improved reading fundamentals through the building of vocabulary and skills involving comprehension, use of the library, and the development of wholesome reading habits, will be of basic importance in reading activities.

Materials and equipment needed for the activity include books, tests, films, filmstrips, small item audiovisual supplies, small item instructional supplies, tables, speech equipment, and audiovisual equipment.

Instructional methods employed other than those used in a normal classroom situation will provide opportunities for small group instruction. Aides are provided to free teachers from clerical tasks so more time can be devoted to reading groups based on the student's particular level.

The California Test of Mental Maturity and the California Achievement Test will be used in grades two through eight. It is anticipated that children on the low end of the achievement scale and the average students will achieve somewhat more rapidly than they have in past years. Very little change is expected in the achievement of children who are presently excelling in school.

HEALTH—PHYSICAL EDUCATION

Elementary school physical education will be directed toward group activities and instruction in better care for the body. High School physical education, in addition to instruction in better care of the body, will include activities that involve individual skills.

Supplies and equipment needed will include small item instructional supplies in physical education; and equipment for activities to develop big muscles, primarily in boys on the high school level.

Special instructional methods will evolve around health units of work in the classroom and activities where all children may achieve a certain degree of success on the playground and in the gym. Special emphasis will be given to coordination of this instructional area with the clothing, food, health—dental, and health—medical services.

NATURAL SCIENCE

Classroom activities will center around audiovisual materials and use of media available from the surrounding area to be used with children who are achieving below grade placement.

Materials and equipment necessary for natural science will include books, films, filmstrips, charts, audiovisual supplies, small item instructional supplies, and audiovisual equipment.

Students should be more aware of and understand better how their immediate surroundings relate to nature. The California Achievement Test will be administered to grades two through eight. Improvement in the area of natural science should be reflected in the student's score on the complete test battery. Information obtained from the activities and evaluation will be used for individual student improvement in future years and for curriculum development.

SOCIAL SCIENCE

Close coordination of activities between the areas of social science and cultural enrichment will be necessary for maximum benefits to students. Emphasis will be placed on activities directed toward student understanding of local, state, national and world situations.

Materials and equipment needed primarily are books, maps, globes, films, and small items for instruction.

Students will be encouraged to express themselves orally on various current situations. Also, with the employment of additional personnel, teachers will have more time to work with smaller groups of children.

As a result of the outlined activities, students will be expected to follow situations that are presented by the news media.

VOCATIONAL EDUCATION

Student fees for various vocational courses will be cut to a minimum during the 1967-68 year. Children not having adequate funds to pay for materials and supplies will be furnished these items. In past years it was not possible for deprived students to enter projects that required money for supplies and materials. It was also impossible for the school to furnish these supplies free to students.

No additional staff members will be employed for vocational activities.

Small item student supplies and materials will be purchased as required by vocational teachers.

CLOTHING SERVICE

A limited amount of clothing will be purchased for children that do not have sufficient clothing to attend school and the clothing cannot be provided under another agency whose primary responsibility is welfare services. Community agencies will be asked to donate clothing and special emphasis will be on purchasing shoes.

Information concerning purchasing of clothing will be transmitted to teachers by bulletin.

FOOD SERVICE

Lunch will be provided for children who do not have money to participate in the school lunch program. Teachers, principals, and the county administrative staff will screen children who are to participate.

One lunchroom supervisor will be employed to work with teachers and lunchroom personnel to improve attitudes of children toward good eating habits and to provide improved lunches for children. Children to receive free lunches will be recommended to the principals by teachers and the attendance counselor. Final selection will be based on family income and number of children in the family.

Freezers, sinks, slicers, refrigerators, peelers, ovens, cabinets, milk boxes, tables, cutters, mixers, vacuum cleaners, and water pick-up will be necessary for this activity.

GUIDANCE SERVICE

Counseling services will be provided for high school and junior high school students with the State allotted staff during the regular year. Four counselors will be employed during the summer to work with students to explore post high school training, develop self-confidence, evaluate students strengths and weaknesses, and follow up on these weaknesses. Psychological services will be contracted for those students needing such assistance.

HEALTH—DENTAL

Children will be screened by teachers and principals and referred to the nurse and dentist as needed. The nurse and dentist will follow up, making necessary contact with parents. Opportunities for corrections will be provided on a contract basis and through the use of the county dentist for indigent children. A prorated portion of the dentist's salary will be paid through ESEA and the full salary of the nurse will be paid.

Small item supplies will be purchased for use by the dentist.

HEALTH—MEDICAL

Children will be screened by teachers and school administrators and referred to the health department staff for disposal of cases or referral to practicing physicians for corrections. One nurse will be employed on a full-time basis to make contacts with parents and work in the schools. Opportunities for corrections on a contract basis will be made for those children who are indigent and for whom no provisions for follow-up can be made from existing programs. Also, medicine and drugs will be supplied if needed and prescribed by a physician.

LIBRARY SERVICE

Students will be encouraged to read additional books as enrichment activities connected with their regular classroom units of work. In addition, a library corner will be expanded as a part of each classroom. Here students can browse and become acquainted with additional books. Central processing of books and audio-visual materials will be provided. Delivery of books, films, and audiovisual materials will be included during the year.

Library activities, and activities outlined under instructional areas, will be closely coordinated. Staff members to be employed were outlined under instructional areas and no additional staff will be employed for the activities outlined under this section.

Materials and supplies necessary will include books, films, filmstrips, maps, globes, and library supplies necessary for processing books.

Special instructional methods will include trying to instill the concept that the library is the center of the instructional program. Children will be encouraged to utilize the total resources of the library not only for instructional purposes but for leisure and pleasure.

OTHER—INSERVICE TRAINING

Three special inservice training classes are planned for basic areas of instruction. Approximately 100 teachers and aides are expected to attend. If money is available, the courses will be provided free of charge and teachers will be granted a stipend of $75 per week for attending. Teachers will be selected on the basis of the number of deprived students attending the particular school they attend. Books will be the only necessary materials that will be supplied for the classes.

ELKIN CITY BOARD OF EDUCATION

Project No. 68-0160

Title

Individualizing Educational Opportunities through Additional Personnel and Teacher Aides

Project Budget

$18,244

Children in Project and Grade Levels

143 1-12 and ungraded

ESEA Staff

5 (plus 5 whose salaries are not paid by Title I funds)

ENGLISH—READING/ADDITIONAL TEACHING STAFF

We are reducing class size of English and reading by adding additional teachers and aides.

The English—reading program is an improvement plan for students in grades 1-12. More specifically, it is a program aimed at increasing reading proficiency to the approximate level of reading capacity; extending reading skills to correlate with reading capacity; increasing interest in reading due to increased reading proficiency; increasing proficiency in language skills (both oral and written expression) to approximate the individual student's language capacity; and setting forth positive attitudes in all language skills due to increased mastery.

We have selected children whose achievement will be improved more by individual attention than in a crowded classroom. Their mastery of written and spoken English will be improved. Experience in the use of resource materials will be increased and opportunities to read for comprehension will be offered. We hope that through this program the children will encourage their parents to do more reading for understanding.

An inservice class in English is planned for this fall.

MOUNT AIRY CITY BOARD OF EDUCATION

Project No. 68-0066

Title

Strengthening Basic Learning Skills

Project Budget

$51,932.96

Children in Project and Grade Levels

400 1-12

ESEA Staff

10½ (plus 6 whose salaries are not paid by Title I funds and 12 unpaid volunteers)

ENGLISH—READING (Teacher Aides and Library Aide)

Teacher aides will be provided in each school to assist teachers in noninstructional activities, releasing them to give more individual and personal attention to reading problems of educationally deprived children. Teacher aides will assume such duties as duplicating assignments and tests, making charts, gathering and arranging supplies, assisting in supervised recreational activities, checking students' papers which do not require the skill of the professional instructor, and working with small groups of children who need remedial help.

Library aides will assist the librarian in expanding present library services. Teachers will be able to schedule weekly visits to the library where special programs will be conducted. For the younger children, there will be story telling and discussions to develop reading and communication skills; for the older children, the emphasis will be placed on giving oral book reports to their classmates. Selectivity in reading will also be stressed by the librarian and aides. These expanded library services will help with reading problems and improve basic learning skills.

The *Junior First Grade* will be for those children who attended the summer Head Start Program but who show, on the basis of tests and teacher observations that they are not ready for the regular first grade in the public schools. A special teacher, with a limited number of these children, and special equipment, will help them to develop at their own rate. Some of these children will complete a full year's work and will be ready for the *second grade* the following year. Others will be ready for the regular *first grade* the following year.

The audiovisual technician will set up an audiovisual aid center for all target area schools. This technician will be responsible for servicing and repairing all audiovisual equipment. A record and film library will be maintained at the center for target schools and a record will be kept of all audiovisual materials and equipment in the individual schools so that these might be exchanged between schools.

OTHER—VISITING TEACHER

A teacher will be employed part-time for visiting homes and instructing those children who are unable to attend school or who are absent for as much as one month. This teacher will also visit homes of pupils who show unusual problems incident to school attendance.

Test results and observations of teachers will be used to determine if these children are able to keep up with their classes because of home-bound instruction.

CLOTHING—COMMUNITY SERVICE

Each school in the target area has a clothes closet with many items of clothing for needy children. This project is sponsored by local Parent-Teacher Associations. However, at times items are needed that cannot be found in a clothes closet because of odd sizes, etc. Children needing these items would miss days in school because of improper clothing. Under this activity we will purchase these rare items of clothing and thus improve the attendance of these children.

FOOD—BREAKFAST

The lunchroom program will serve a free breakfast to educationally deprived children who cannot get breakfast at home before coming to school.

HEALTH—MEDICAL

Most of the children in the target area have some form of insurance. Some are covered under group insurance where their parents work. This project is for children who are not covered by any insurance. In case of an accident at school or poor physical health of these children, this project will pay doctor bills and buy medicine.

OTHER—INSERVICE TRAINING

The audiovisual technician will direct an inservice-audiovisual program for teachers and assist them in the preparation of transparencies, tapes, and slides for classroom use. Audiovisual equipment, purchased with Title I funds, has helped in improving basic learning skills of the educationally deprived children. However, inservice training is necessary in order to get maximum use from equipment and materials already purchased.

WATAUGA COUNTY BOARD OF EDUCATION

Project No. 68-0016

Title

Supporting Services, Equipment and Material to Improve the Cultural, Academic, and Overall Welfare of Students

Project Budget

$234,826

Children in Project and Grade Levels

1,849 1-12 and ungraded

ESEA Staff

37

ENGLISH—READING

Six teachers (or the equivalent of six positions) will be employed to teach English, language arts, and reading to educationally deprived children in the eligible attendance areas.

Four of these teachers will serve on an itinerant basis in the eligible elementary schools. These teachers will teach small groups of deprived children at the 2nd, 3rd, 4th, and 5th grade levels to strengthen and reinforce the work of the classroom teacher. They will not serve as the sole reading teacher or take the place of the regular classroom teacher in the instructional program.

One teacher will be provided at the secondary level for remedial and enriched reading activities throughout the secondary grades, as needed with educationally deprived children at this level.

One teacher will also be employed in the area of English at the secondary level for the purpose of providing an extended and enriched program for educationally deprived children in high school. This is especially designed to provide remedial work for these children, or to release time for this purpose on the part of other instructional personnel. Most of these students are generally one year or more behind grade placement in language arts skills and have been recommended for additional work by their teachers.

It should be noted that, in all the above cases, those children with the greatest severity of educational deprivation will be given first priority in assignment to these classes. Should this approach, in the opinion of the teachers, principals, and guidance personnel involved, place a stigma on the children participating in these classes, then an approach that would aid in offsetting this atmosphere will be applied as needed. However, the major emphasis will always be on the educationally deprived and his needs academically, socially and from a personal image standpoint.

Equipment and material used in this area will include controlled reading machines, tape recorders, record players, overhead projectors, filmstrip projectors, SRA and other laboratory materials, word games, flash cards, phonetic games and wheels, various levels of textbooks, supplementary books, library resources, and teacher work materials. Since a transmitting station is scheduled to go into operation in this county from the Chapel Hill educational television station this fall, we also hope to utilize these resources for our children as well.

MUSIC

Three music teachers will be employed to serve on an itinerant basis in the elementary grades for the purpose of providing educationally deprived children with group and individual instruction in music, music appreciation, rhythms, and a general background of cultural experiences and enrichment in music.

One additional music teacher will also be employed to extend the above type of musical program into the areas of instrumental music, especially in the schools' upper elementary grades. This teacher will be assigned to those schools with the highest number of educationally deprived children.

Personnel in this area will use various types of musical instruments, recordings, books, films, and filmstrips in their instructional program. It is expected also that public appearances of these groups will be encouraged. Parental participation and support will be encouraged for these programs.

Selection of educationally deprived children to participate in both phases of the above musical activities will be as follows:

- Principals, teachers and guidance personnel will select those children of greatest economic and educational deprivation as first priority participants in the area of music.
- Classes may be filled with additional children only after the school adequately meets the needs of first priority children. Any services given to this group of children will be incidental simply due to the fact that they might be a part of a group.
- Instrumental music participants will be selected in a like manner with preference given to those economically and educationally deprived children who show the most interest

and aptitude. These children will be encouraged but in no way forced to participate. Instruments will be furnished only to those children who are certified by the school as eligible based on economic factors under the provisions of ESEA. Under no circumstances will band instruments be furnished to additional children.

It is not the intent of this project to provide for cultural experiences in the area of music on a school-wide or system-wide basis. However, it is the intent to provide, as stated in the objectives of this project, some cultural enrichment experiences for the benefit of the educationally deprived child in the area of music.

Most children in the eligible attendance areas, due to numerous factors, have had very little if any exposure to any cultural experiences, but music is one area that this unit feels it can offer to some degree with available funds at the present time.

NATURAL SCIENCE

One teacher will be employed at the high school level to provide additional and remedial instruction to educationally deprived children in the area of science.

High school classes are operated primarily on a nongraded basis with student grouping by subject areas. The addition of this teacher in the area of science provides the opportunity for a more adequate and efficient program for the educationally deprived child in high school. The basic general science and biology areas can be strengthened for the educationally deprived student.

The area of science is selected because of apparent need and because it is an allied area of language arts. In the opinion of the staff, the allotment of teachers in English and reading adequately provides for the language arts area for the educationally deprived child in high school. It is felt that allied areas should now be included and emphasized.

The science teacher will use varying levels of books and other library material as well as equipment such as films, filmstrips, overhead projectors, microscopes, and other equipment and material that will enhance the learning situation for deprived children in this area.

OTHER—REDUCTION OF CLASS SIZE/ ADDITIONAL TEACHING STAFF

Seven teachers will be assigned to the qualifying elementary schools to teach general elementary education so that teaching principals may be released—at least part-time—for supervisory, administrative, and evaluation duties in connection with project activities. Principals in the small elementary schools (Blowing Rock, Bethel, Mabel, and Valle Crucis) will be released only a half day; thus, additional teaching time will be given by these teachers for the benefit of the educationally deprived child.

The principal will use his time in supervisory classroom instruction, seeking new and improved ways of reaching the educationally deprived child, and assisting in meeting the health and welfare needs of these children by working with other local agencies, the home, and the parents.

On the basis of experience thus far with these projects, it is found that to a great degree the academic welfare of students assigned to a teaching principal is neglected. This is too often not the fault of the teaching principal.

On the basis of these past evaluations, it is assumed that the school principal cannot, at the same time, be an effective administrator and an efficient teacher. In other words, the principal needs time to be a principal and the teacher needs time to teach. It is felt that the educationally deprived child will be receiving a great deal of benefit simply due to the fact that he has a "full-time" teacher.

One extra teacher will also be assigned to teach general elementary education at Bethel Elementary School and at Cove Creek Elementary. The half-time reading teacher at Mabel will be assigned the other half time for general elementary teaching in order to increase the teaching time given to these students in this school. It is felt that a more effective program can be offered in these schools for the educationally deprived child by using this arrangement to increase the teaching time for the pupils.

In a study conducted at the University of North Carolina entitled "The North Carolina Elementary Teaching Principal," Dr. Warren G. Anderson points out that the teaching principal is most severely handicapped in his responsibility of supervision of the instructional program. One of Dr. Anderson's major recommendations as a result of this study is that teaching principals be relieved of this duty in order that they might accomplish effectively the duties and responsibilities of the principalship.

Evaluations have shown that the principal, when relieved of some of his teaching load, spends more time in supervision of instruction, supervision and scheduling of ESEA personnel, additional home visitations, and working with health, welfare and charitable organizations concerning health, medical, clothing, and other needs of economically and educationally deprived children. These are the reasons for providing additional time for the principal and some of the major ways the educationally deprived benefit directly.

The part-time teacher or the part-time teaching principal involved as a result of this arrangement is not intended to departmentalize the school but gives additional freedom in grouping for instructional purposes. The complete concept is to assist the student who for one reason or another is behind in school. If he can be provided additional teaching time in basic skill areas and competent principals who have time to supervise instruction adequately, he should benefit.

OTHER—TEACHER AIDES

Ten teacher aides will be employed and assigned to the qualifying schools for the purpose of releasing the teachers from routine duties, thus providing for more effective and efficient teaching of the educationally deprived children within the classrooms. One of this number will be assigned to assist a teacher who is working with the trainable mentally retarded.

Teacher aides will work with small groups of children and will give assistance in as many duties of a non-instructional nature as possible in the entire school program.

The number of aides has been decreased somewhat this year due to increases in teacher salaries and to the provision of additional professional personnel. We find that the teacher aide is a very valuable and important assistant to the teacher. One reason, however, in cutting this number is the simple fact that we do not have sufficient professional personnel to meet the basic needs of the educationally deprived within our eligible schools.

GUIDANCE SERVICE

Two guidance counselors will be employed for the purposes of coordinating the testing program and assisting in evaluation. These counselors will also work with principals, teachers, small groups of students, individuals, and dropouts as much as time will permit. However, the major responsibility will be in the areas of testing and evaluations. It is expected that these personnel will supervise and coordinate the testing program in the eligible schools, assist in the development of checklists, surveys, opinion polls, other measuring devices, and also assist in compiling a complete evaluation report on all project areas including that of guidance.

The guidance personnel will also have the responsibilities of assisting in the dissemination of evaluation information as well as offering suggestions for improvement in this and future projects for the benefit of the educationally deprived child.

It will further be the responsibility of guidance personnel to assist the principals and teachers in the proper placement of the children within the ESEA project areas. Through the use of tests and other materials available to these personnel, they should be of great assistance to the schools and children in these areas. In many instances home contacts, or contacts with other agencies, may need to be made.

HEALTH—MEDICAL

One school health nurse will be employed for the purpose of providing professional nursing care, individual health services, referral services, first aid services, maintenance of health records, and placing additional emphasis on physical examinations and nutritional needs of students on the secondary level.

LIBRARY SERVICE

Two librarians will be employed in order to provide as much full-time library service as possible for the qualifying elementary schools. One librarian will provide full-time service to Cove Creek School and one will divide her time equally between Bethel and Mabel Schools. This will provide full-time library service at two additional qualifying schools which were previously served on a part-time basis.

The librarians will be responsible for helping the educationally deprived children with library skills. They will recommend to the teacher various types of materials for use, with emphasis on materials available for the educationally deprived child. They will be responsible for purchasing, cataloging, and circulating library books and materials and also be responsible for assisting in the evaluation of the circulation of library resources.

WILKES COUNTY BOARD OF EDUCATION

Project No. 68-0138

Title
Improvement of the Language Arts Skills

Project Budget
$396,806

Children in Project and Grade Levels
3,159 1-12 and ungraded

ESEA Staff
89

ART

This program will provide the pupils with many art experiences, including the use of crayons, finger paint, water colors, clay, and other art media. The use of all available materials will be introduced in the creation of collages, mobiles, etc. The pupils will be introduced to great works of art, including paintings and sculpture. This art program will be carried out in each qualifying school with two art instructors spending about four weeks in each school, working with the pupils and teachers in order to correlate art instruction with the language arts program. Creative art expression will be used to further the students' understanding of all other subjects.

CULTURAL ENRICHMENT

Additional tapes and recordings will be provided for literary and musical appreciation, and children will be given many opportunities for listening experiences to help them develop better taste. Transistor radios for the improvement of social studies programs will be provided for classroom use. Additional experiences in art appreciation will be provided by films, trips, books, filmstrips, art prints, and other visual materials. Three teachers in music and two in art will be employed to assist classroom teachers in the development of experiences that will enhance the interests and needs of children. These special teachers will assist the classroom teachers in teaching special skills necessary for children participating in these areas.

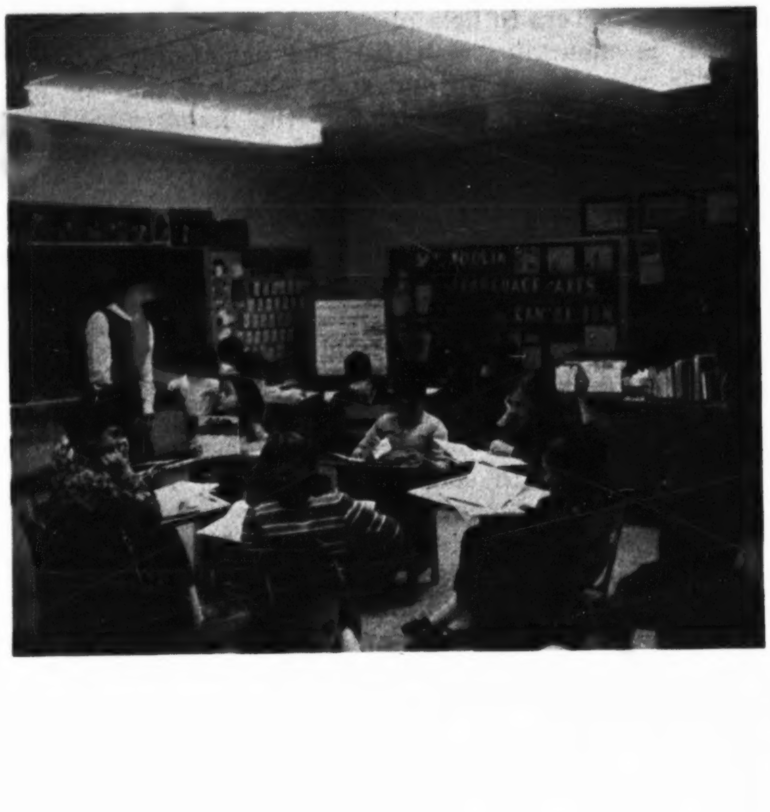
Funds will be provided to give listening experiences to educationally deprived children in qualifying schools. Among these will be hearing the North Carolina Symphony Orchestra.

ENGLISH—READING

The following areas of language arts will be attacked: speaking, reading, writing, spelling, listening, and critical thinking and study.

All teachers in grades 1-12 in qualifying schools will attempt to improve the essential language arts skills with especial emphasis on the needs of the educationally deprived children as determined by a testing program.

The reading program proposed will be a continuation of the program previously developed under Title I. The program will emphasize improved rate of reading, word attack skills, vocabulary, and critical thinking. The teaching of reading will be focused on the interests of children and their need for exploration through the use of a wide variety of books both within and outside the classroom. Other materials will be increased, and will be more extensively used, to reflect different levels of pupils' ability. All school facilities adaptable to the language arts area will be used.



One well-qualified person will be employed as an audiovisual director to assist all elementary teachers and secondary language arts teachers in qualifying schools in the better selection and use of materials and equipment. This director will assist in the production of materials; in the selection of effective new materials; as a resource person for teaching, supervisory, and administrative personnel; and in coordinating the distribution of films, tapes, filmstrips, and other materials.

One teacher-librarian will be employed in each of the four schools (Union Township, Traphill, Moravian Falls, and Lincoln Heights) which have the highest concentration of economically and educationally deprived children.

These teacher-librarians will teach and work with groups of educationally deprived children the first half of the school day. They will spend the remainder of the school day coordinating school library services. They will assist students in becoming more skillful users of all materials housed in the library. They will stimulate reading for pleasure, as well as helping students locate materials that are suited to their reading abilities, interests, and needs. These teacher-librarians will be closely supervised by the county library supervisor and other instructional personnel.

It is impossible to employ qualified teachers for the purpose of reducing class size and strengthening the language arts program. Therefore, it is proposed that 70 aides be employed to be used primarily in nonprofessional activities which include assistance in preparing materials and using audiovisual equipment; keeping needed materials available and in order; keeping records; supervising independent reading and listening experiences; using art materials; assisting in library work; and other general activities.

MUSIC

Three music teachers will be provided to bolster the confidence of classroom teachers and to assist them in providing a wide range of musical experiences. Tapes, recordings, and any needed record players, materials, and musical instruments will be provided for qualifying schools. An effort will be made to upgrade the appreciation of children for music which is superior to that usually heard in their homes. Basic musical skills will be taught at appropriate grade levels. Approximately 3,129 educationally deprived children, as determined by testing and teacher judgement and observation, will be included during the regular school year.

Music is a universal language which practically all children enjoy. Therefore, it is anticipated that the music program will be a very effective means of eliminating social, racial, and linguistic isolation.

CLOTHING SERVICE

Adequate clothing will be provided for the children most severely deprived economically. It is frequently reported that the lack of adequate clothing is a determining factor in a child's attendance in school.

Through screening and visitation, the children with the greatest need will be located and clothed.

This will be done under the supervision of qualified social workers who will work cooperatively with parents, the local welfare agency, and also with clubs and churches engaged in welfare activities. Teachers who are usually the best source of information for the screening of these children will be active participants in determining which children need this service in both the regular and summer term.

FOOD SERVICE

It is recognized that a child can do better work if he is not suffering from hunger. It is expected that providing a free lunch for economically deprived children will alleviate much hunger. Those students who come to school breakfastless will be furnished a bowl of warm oatmeal. Free lunches will be provided for qualifying students during the school year.

Children will be selected for this program by the observation of teachers, social workers, and the recommendations of the local welfare agency. Approximately 325 hungry children will be served free lunches for 180 days.

Well-fed children are usually happier and less frustrated than hungry children. For this reason we expect fewer social and behavioral problems.

HEALTH—DENTAL

The school nurses will provide screening services for the purpose of identifying children with a need for dental service. Then children will be provided with fluoridation treatment and tooth brush kits. Children who need special dental services will have their choice of dentists and the fees charged by these dentists will be provided by ESEA funds.

Records will be kept on all referrals and follow-up care will be continued. An itemized list of all expenses will be maintained.

An educational program will be carried on by nurses and teachers in the care of teeth, brushing procedures, and emphasis on proper diet. Social workers will work with parents in an effort to upgrade home participation in improving dental problems.

HEALTH—MEDICAL

It is proposed to provide one part-time nurse, two full-time nurses, and one doctor to assist in providing an adequate health program for disadvantaged children. The nurses will provide follow-up services for children previously screened and will continue to screen eligible children in qualifying schools for defects, referring them to medical doctors, eye specialists, and other appropriate professionals.

The children will have their choice of doctors and the fees charged by these doctors for services will be provided by ESEA funds.

Records will be kept on all referrals and follow-up treatment will be continued. An itemized list of all medical and welfare services will be maintained.

It is expected that as children's health improves there will be a correlated improvement in their social attitudes. This should result in acceptance by their peers.

LIBRARY SERVICE

High-interest low-vocabulary library and supplementary books will be purchased, processed, and housed in the school library and classrooms for use by pupils in qualifying schools to enhance the reading program.

Audiovisual materials, including recordings, tapes, filmstrips and transparencies will be purchased to add meaning and understanding, and to provide for vicarious learning situations.

Library services will be available to children on a class-scheduled basis and also as individual need arises. The services will provide for children a better understanding of their environment.

All teachers in qualifying schools will participate in audiovisual workshops, for the purpose of developing greater efficiency in the use of materials and equipment.

PSYCHOLOGICAL SERVICE

A part-time psychologist will be employed to screen children for special education, and to help the psychologically disturbed child.

These handicapped children will be referred to the psychologist by the teachers, nurses, guidance counselors, and social workers.

The psychologist will administer certain tests to these youngsters to help place each child in a situation which is mentally healthful and satisfying. Special classes may be set up and some children may be admitted to special schools for the handicapped. A major responsibility of the psychological service will be the prevention of mental disorder.

SCHOOL SOCIAL WORK

In order to establish a closer home-school relationship and to investigate the reasons for the absences of disadvantaged children, and for dropouts, three social workers will be employed. These persons will work directly with school principals in following-up on school attendance in qualifying schools. These workers will make recommendations for health services, clothing, free lunches, and other services needed by disadvantaged children. One social worker will serve as coordinator for all related special services and serve as a liaison person between all related special services personnel and administrative and supervisory personnel.

Home visits by the social workers will attempt to inform parents of the role the school plays in the development of their children physically, mentally, and socially. The cooperation and involvement of the parents will be sought in the upgrading of the total environment of children.

SPEECH THERAPY

Many economically and educationally deprived children have speech difficulties. The classroom teachers and the nurses will refer children who have speech faults—such as stuttering, stammering, and lisping—to the speech therapist. The speech therapist will assist children in qualifying schools to improve or overcome these difficulties. Any special services or materials and equipment needed for speech therapy will be provided.

The speech therapist will aid regular teachers in suggesting materials and methods that the classroom teacher can profitably use in assisting children with minor speech defects. She can supply the encouragement to stimulate the classroom teacher and child to improve speech. The speech pattern of all children should be enhanced by the influences of the speech therapist in developing a friendly, wholesome classroom atmosphere. She can aid the parent in understanding the child's problem and in recognizing his progress.

OTHER—INSERVICE TRAINING

Inservice training is planned in reading for all principals. The majority of the elementary principals have been trained as secondary teachers. It is felt that in order for principals to supervise an improved reading program, they must know the structure of a good program.

Many teachers need to upgrade their classroom reading instruction. To meet this need classes in reading conducted by college instructors, have been scheduled.

NORTH WILKESBORO CITY SCHOOLS

Project No. 68-0094

Title

Improving the Potential of Educationally Deprived Children Through Building Communication

Project Budget

$68,528

Children in Project and Grade Levels

526

ESEA Staff

23½ (plus 1 whose salary is not paid by Title I funds)

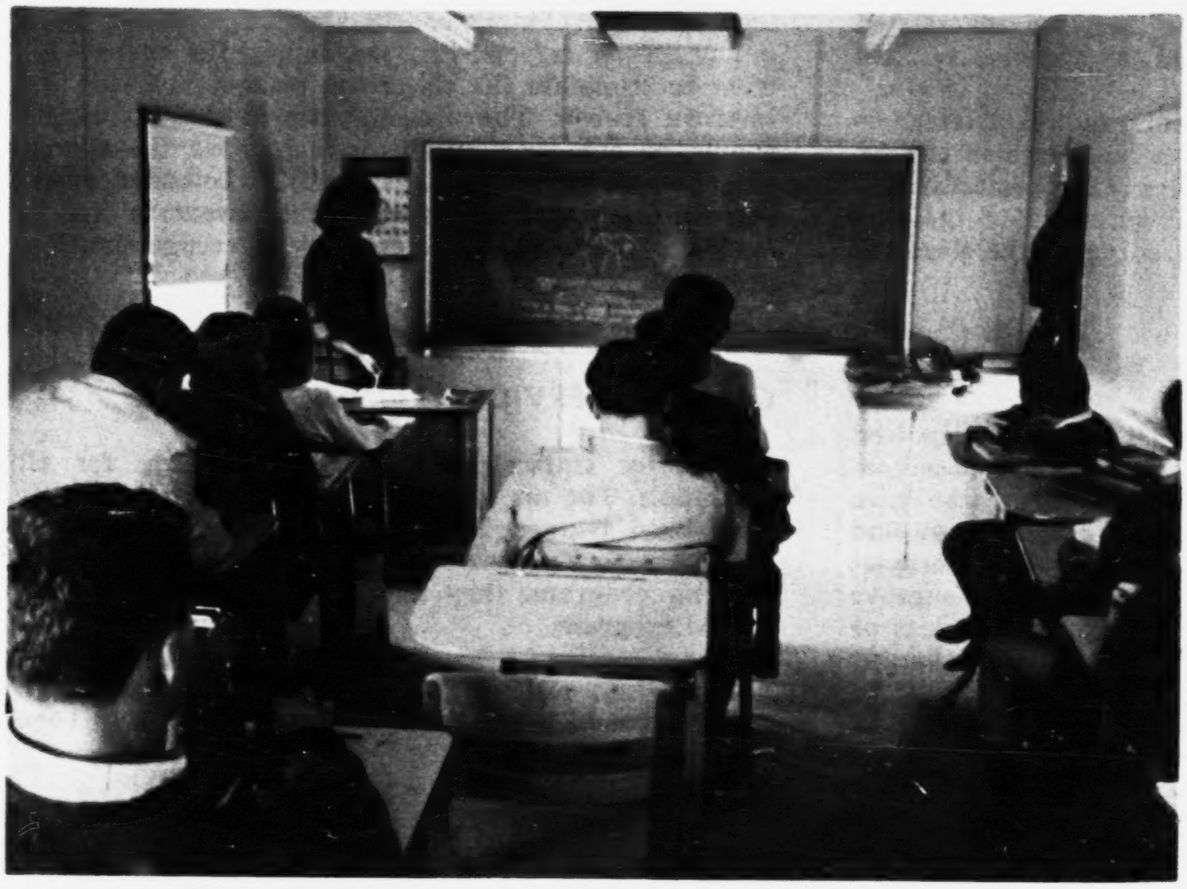
CULTURAL ENRICHMENT

This project activity will be located in the high school area. It will be for the educationally and economically deprived students as identified by the survey within the two schools. These students will not have had the same cultural background and experiences as other students and this enrichment will provide some valuable experiences in listening to and seeing musical instruments, as such, in an active situation. No visible change is expected in students, other than to create or to stir an appreciation and awareness of cultural accomplishments.

ENGLISH—READING

This project involves identifying those students most deprived educationally in communication skills, placing them in small groups ranging from 10 to 20, and making a concentrated effort to help them improve their effectiveness in communication.

We propose to start with activities within the individual student's level of competence and attempt a step-by-step progression of learning experiences in which student motivation will be reinforced by success at each step.



Considerable attention will be given to the teaching of phonics and of words most commonly used, with the students being led to develop short but effective phrases and sentences. Considerable emphasis will be placed on the development of reading interest and ability. Many activities will involve use of Tachist-O-Films, the SRA Reading Laboratory and Controlled Reader. Supplementary readers and/or reading workbooks will be provided. Books will be provided which require a low level of reading ability but have a high interest level.

In the elementary school, teachers and teacher aides will work with student groups within the classes and on occasion outside the regular classes.

In the high school, students identified as educationally deprived will be placed in small groups for special instruction in language arts with emphasis on reading improvement.

ATTENDANCE SERVICE

A visiting teacher (part-time) will help children and families understand their needs and the program designed for alleviating those needs. Chronic absentees from among the educationally deprived will be visited with a view toward discovering reasons for their absences. Information gained by the visiting teacher and made available to the general faculty should increase teacher appreciation for the needs of the educationally and economically deprived children.

CLOTHING SERVICE

The school nurses, home-school coordinator, and teachers will observe the children to determine those who appear to have clothing needs. These individuals will be referred to the home-school coordinator. Some of the needs may be met through the clothing closet operated by the PTA (within the school). Other needs, insofar as funds will allow, will be met through ESEA.

FOOD SERVICE

Free hot lunches will be provided daily for economically deprived children, grades 1-12. A survey has been made to determine the number of pupils eligible for free lunch.

HEALTH—MEDICAL

A school nurse (part-time) will be employed to help in screening for dental and medical deficiencies and in referring individuals to dentists and/or doctors for examination.

In our past experience, medical needs such as the following have been discovered and alleviated: enlarged tonsils and adenoids, anemic conditions, need for orthopedic shoes, hernia, breast tumor, fungus infection, and parastic conditions. Insofar as possible, funds will be provided for correcting the dental and medical needs of the economically and educationally deprived children.

YADKIN COUNTY BOARD OF EDUCATION — Project No. 68-0031

Title
Expanded Opportunity for Educationally Deprived Children

Project Budget
$167,323

Children in Project and Grade Levels
1,262 1-12 and ungraded

ESEA Staff
45

CULTURAL ENRICHMENT

Yadkin County, being largely rural, possesses few places of cultural and historic interest. Accordingly, our deprived children are limited in their experiences with art, music, drama, crafts, recreation and museums.

Realizing the high correlation between cultural deprivation and substandard educational achievement, we propose to give the culturally deprived children experiences in art, music and drama. Additional personnel, employed under ESEA, Title III, equipment already purchased, and materials to be purchased under ESEA, Title I, will be used in this area. Field trips to nearby museums, concerts brought to the school, and dramatic presentations may be made a part of the school program. Listening laboratories will be utilized in each school in the target area.

READING—LANGUAGE ARTS

The high percentage of students achieving below grade level in language arts (54%—as derived from the California Junior High Reading Test of 1965, scores from Stanford Achievement Tests of 1967, Iowa Test of Educational Development of 1964 and combined teacher judgment and Iowa Test of Educational Development for 1963) creates a basic need in this area.

We propose to improve the teaching-learning situation in our schools and to bring new experiences to our pupils by providing for ample, yet carefully selected, equipment and materials and by making time and opportunities available for more and better instruction.

Equipment is to be used for the production of photographed materials, graphic materials, transparencies, and copy work.

Relying heavily on the teacher's recommendation, we are proposing reading classes for the students of Yadkin County. Teachers of the fourth, fifth and sixth grades will submit the names of children who need additional help in reading. At the beginning of the year, a series of diagnostic reading tests will be given. These will be teacher-made tests, each testing for a specific skill. A very flexible grouping will be set up on the basis of these tests, the pupils' reading achievement scores in past years as shown on his permanent record, his ability, and teacher judgment.

The variety of materials will allow the better readers to move ahead at their own pace, and in larger groups than the poorer readers.

Pupils having reading problems will be placed in very small groups, and the basis of the grouping will be the particular problem or skill to be attacked. Some pupils will work with more than one group if time permits. The team-teaching situation which will prevail in most of our elementary schools will greatly aid us in that one teacher can work with a large group of good readers, while the other teachers in the team and the aide can each have a small group. There may be a great deal of moving from one group to another small group as the pupil improves in one skill area and moves on to another.

Audiovisual equipment and materials are planned to provide experience and a thirst for knowledge and learning. The use of SRA reading labs, providing materials on many reading levels, is expected to assist all children in attaining normal grade level.

It is anticipated that the use of teacher aides will enable teachers to have more time to prepare for classes and more time for the individual instruction of those with particular reading problems. Under the direction of the teacher, the aide can also help individual students. Some pupils will move along more rapidly than the others. It is presumed that more grouping will result from the placement of an aide in the classroom.

Consultants will assist in the areas where the administration feels there is a need for increased proficiency or changes in procedures. Such specialists will be used on a per diem basis for inservice demonstrations and training programs.

Through Title III funds, a cooperative project between Appalachian State University and the Yadkin Administrative Unit will be made available to the teachers of Yadkin County. This project, a 30-hour inservice program in reading, will enable our teachers to become more competent in the art of teaching reading.

ENGLISH—SPEECH

The high percentage of students achieving below grade level in language arts also creates a basic need in this area.

Specialists in reading, teachers to reduce class size, and teacher aides will be employed. Specialists in library, speech, and guidance will assist the entire program with emphasis on the individual. Provisions will be made for materials, equipment, and a vastly expanded library at both the elementary and high school levels, using multi-level instructional materials.

READING PROGRAM

A reading class is proposed for the Courtney School. One reading teacher will be employed to work with this program. Teachers of the fourth, fifth and sixth grades will submit the names of children who need help in reading. The permanent record of each child on this list will provide information on his needs, ability and achievement. Reading scores will help determine the present reading level of the child and IQ scores will help determine what the present reading level of the child should be. Final selections will be made by using this information and the teacher's judgment and recommendations.

MUSIC

Music is an essential part of any school program, and one in which disadvantaged children can excel if given the proper training.

We propose to provide the opportunity for culturally disadvantaged children who are interested and/or show some innate ability in instrumental music, to satisfy their urgent needs for self-expression and encouragement derived from a program of instrumental music.

It is anticipated that each child will derive the following social values:

- **The development of good qualities by working with other boys and girls.**
- **The development of an awareness of his place in a group-effort.**
- **The development of the ability to carry his share of responsibility.**
- **The opportunity of gaining status among his classmates by playing a musical instrument.**

Two music teachers will be employed to work primarily with seventh, eighth, ninth and tenth graders, since this seems to be the most critical dropout period.

In addition to providing an instrumental program at our two ESEA, Title I high schools, these teachers will work with the teachers and students at the seven elementary target schools on a regularly scheduled basis.

Special emphasis will be given to helping individual students find their singing voices and respond to fundamental rhythm. These teachers will help all students develop music appreciation and will conduct workshops with the classroom teachers.

FOOD and HEALTH SERVICES

Believing that health is of primary importance to the well-being of the child and his progress in school, our ESEA nurse will continue to assist teachers and individual pupils in matters of nutrition, home situations, examinations, treatments and health practices.

Additional food service will provide lunches for children who are not getting proper meals at home or whose parents are not able to provide a lunch at school for one reason or another.

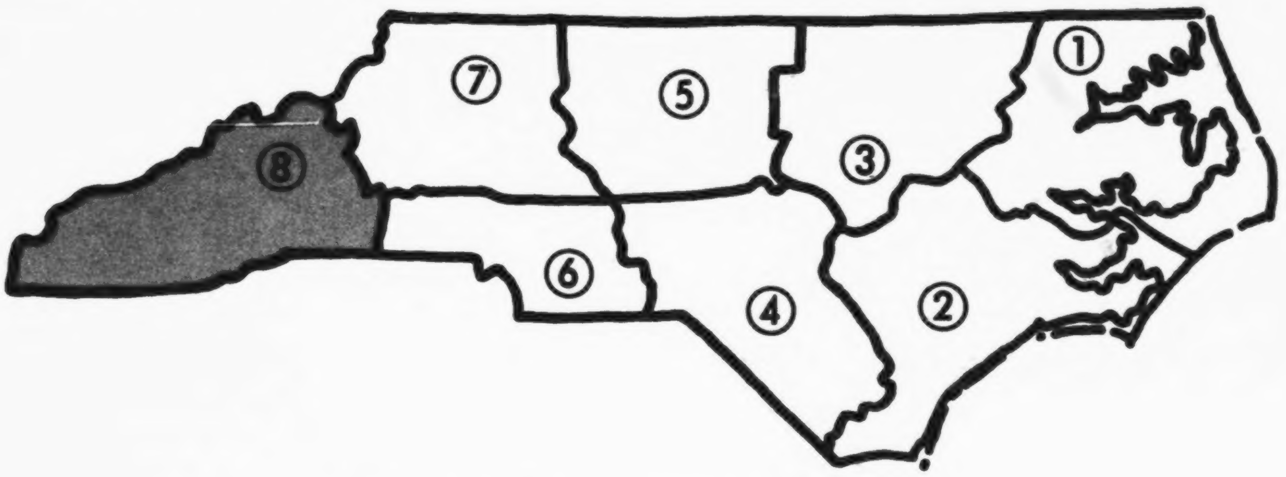
These additional services should result in healthier and stronger bodies, since attention will be given to meeting their physical needs and correcting many existing defects.

GUIDANCE and COUNSELING

One elementary guidance counselor will work primarily with seventh and eighth graders, since this seems to be the most critical area. The following services might be performed by the elementary guidance counselor:

- **Work especially with seventh and eighth graders who are having problems of emotional and social adjustment**
- **Serve as a liaison person between home and school, where problems exist**
- **Diagnose problems among potential dropouts, and help with these problems, in an effort to prevent dropouts**
- **Do individual testing of seventh and eighth grade pupils who are having difficulty with their work in this area**
- **Diagnose the cause of the difficulty, work with pupil, teacher and the home to effect remedial measures**

TITLE I PROJECTS APPROVED FOR 1967-68



EIGHTH EDUCATIONAL DISTRICT

BUNCOMBE COUNTY BOARD OF EDUCATION
ASHEVILLE CITY BOARD OF EDUCATION
CHEROKEE COUNTY BOARD OF EDUCATION
ANDREWS CITY SCHOOLS
MURPHY CITY BOARD OF EDUCATION
CLAY COUNTY BOARD OF EDUCATION
GRAHAM COUNTY BOARD OF EDUCATION
HAYWOOD COUNTY SCHOOLS
HENDERSON COUNTY BOARD OF EDUCATION
HENDERSONVILLE CITY SCHOOLS
JACKSON COUNTY BOARD OF EDUCATION
McDOWELL COUNTY BOARD OF EDUCATION
MARION CITY SCHOOLS
MACON COUNTY BOARD OF EDUCATION
MADISON COUNTY BOARD OF EDUCATION
MITCHELL COUNTY BOARD OF EDUCATION
POLK COUNTY BOARD OF EDUCATION
TRYON CITY ADMINISTRATIVE UNIT
RUTHERFORD COUNTY BOARD OF EDUCATION
SWAIN COUNTY BOARD OF EDUCATION
TRANSYLVANIA COUNTY SCHOOLS
YANCEY COUNTY BOARD OF EDUCATION

BUNCOMBE COUNTY BOARD OF EDUCATION

Project No. 68-0101

Title

Communicative Skills and Physical Well-Being

Project Budget

$332,953

Children in Project and Grade Levels

3,177 K-12

ESEA Staff

89

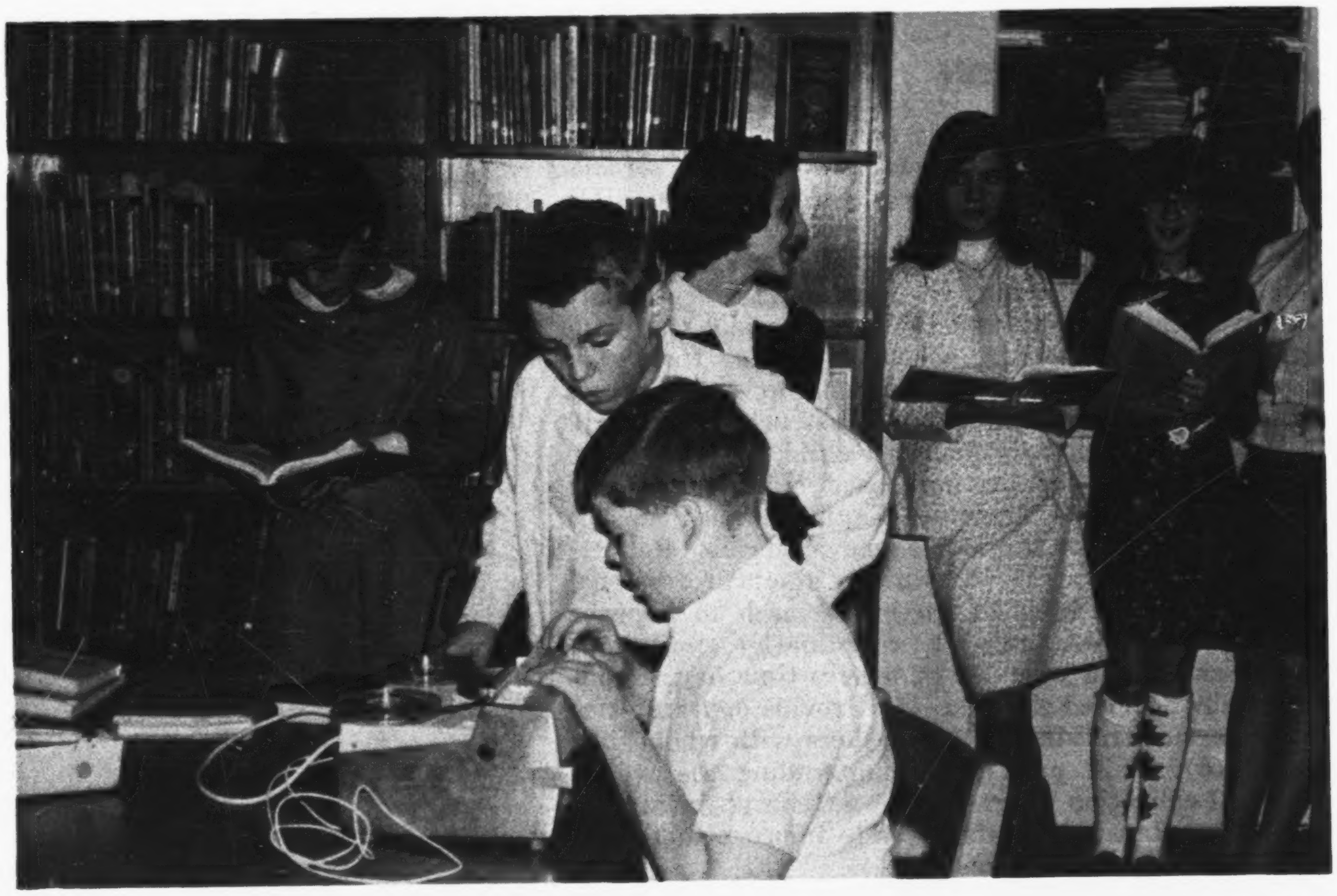
ENGLISH—READING

The development of communicative skills in all areas of learning appropriate to the needs of educationally deprived children will be a primary concern of our FY 68, Title I project. While recent surveys indicate some improvement, they also indicate a continuing need for instructional services, materials, equipment and special activities to reduce deficiencies in the communicative capabilities of educationally deprived children. Employment of a variety of appropriate resources and effective procedures, made possible through Title I, will not be limited to the language arts; they will be extended to include other formal and informal areas of interest and learning potential.

Additional personnel, both professional and nonprofessional, will be employed to assist in these areas.

- Two reading consultants on the elementary level and one on the high school level will:
    - Assist in the implementation of reading improvement plans cooperatively developed for the educationally deprived
    - Arrange for and conduct inservice courses, workshops, and conferences in the area of communicative skills
    - Assist teachers through demonstration and instruction in developing more effective techniques
    - Help in selection and evaluation of reading materials
    - Evaluate project activities
- An aide to assist with clerical duties in the guidance department of each eligible high school will be employed to enable the counselor to give more time and assistance to the educationally disadvantaged.
- Extra teachers will be employed to reduce class size on both the elementary and high school levels. Insofar as possible these teachers will have competency in dealing with the problems of the disadvantaged.
- Teacher aides will be employed and trained to assist teachers in their work with individual pupils and small groups.
- Multi-level and multi-media instructional materials and equipment, including educational TV, will be used to meet the educational and cultural needs of children. Among these needs are the following:
    - Greater motivation in learning
    - Improvement in communicative skills
    - Personality development
    - Cultural appreciation
    - Knowledge of the world beyond the local community
    - Meaningful life goals and values
    - Successful experience

Communicative skills are essential to success in all disciplines, as well as in social relationships and vocational endeavors. Books and other reading materials constitute a primary resource for the development of such skills. Therefore, extensive use will be made of



the resources of the Buncombe County Schools Instructional Materials Center funded under Title III. This Center provides audiovisual and library services to all schools. These services include selection, central purchasing, receiving, cataloging, preparing of instructional materials, repairing equipment, and delivery.

Inservice education courses are also provided under the joint sponsorship of Title I, Title III, and the State Department of Public Instruction. To date enrollment in these courses exceeds 1,000. These programs have encouraged the development of similar centers in the individual schools, with the result that the schools are becoming increasingly more effective in meeting the educational, social, and vocational needs of children.

In a reading program students can progress in skill, ability, and appreciation only if they are provided with books and other learning materials they can understand. Diagnostic tests will be used to determine reading levels. An organizational pattern will then be devised which will permit students to receive special instruction according to their needs, either individually or in small groups. The employment of team teaching techniques and the use of teaching aides will facilitate this procedure.

In addition to greater emphasis on the basic skills, we shall employ throughout the system the following instructional practices:

- **Visiting school and community libraries**
- **Improving room libraries**
- **Providing for independent reading and reporting**
- **Encouraging home reading**
- **Enlisting parent's aid in providing a suitable study environment and in developing favorable interests and attitudes**
- **Using other incentive devices**
- **Encouraging membership in book clubs.**

PHYSICAL EDUCATION

A maximum staff of seven qualified physical education persons will be employed. Six of these persons will work in the six eligible attendance areas. One will serve as coordinator of the overall program. The six will be assigned specific schools in which to work and will do the following: (1) Work with educationally deprived children through the teachers and the principal of their respective schools. (2) Use their own ingenuity and skill, after appraisal of each school situation, to devise methods of instruction that will serve the educationally deprived child. (3) Use Title I equipment and supplies purchased and in the schools (Physical Fitness Training Equipment, Gymnastic Equipment, Indoor-Outdoor Game Materials, Records and Record Players). (4) Employ their professional skill and the findings of recent research to improve the physical fitness, muscular coordination and power, sports skills, and wise use of leisure time of the educationally deprived children. (5) Provide opportunities for inservice training of the teachers with whom they work. (6) Assist principals in upgrading the overall physical education program. (7) Attend physical education meetings and conferences to improve their own professional skill and knowledge.

OTHER—PILOT KINDERGARTEN

This activity undertakes to establish a kindergarten program for students in the Red Oak School District who will be enrolling as first grade students in the school in August, 1968. The following statistics will help to justify the proposal:

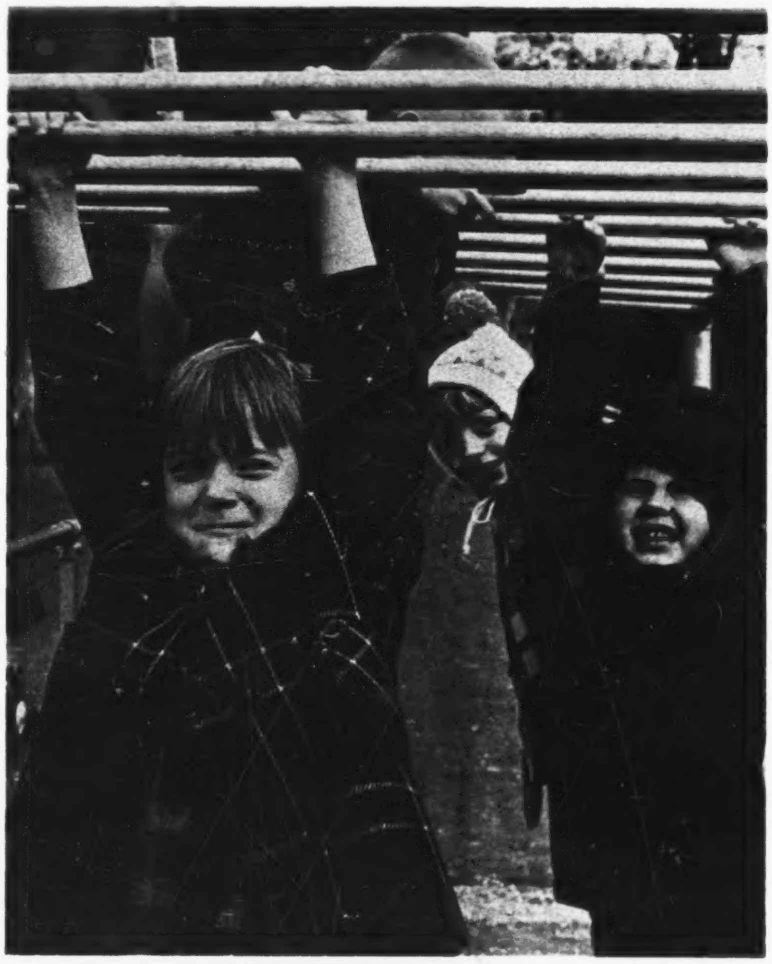
- **67 parents did not finish elementary school**
- **43 did not finish high school**
- **average schooling of 245 parents—9th grade**
- **only 6 parents attended college**
- **last year 144 of the 230 students in school were underachievers**
- **46 of these considered to be potential dropouts**
- **average per capital income below county average**
- **largest families are in lower income group.**

The program will include experiences in: language arts, creative arts, science, social living, health and physical education.

A room, 30' x 20', with cabinet and storage space and book shelves, is available. The rest room is nearby. An outdoor play area, separate from the area used by other students, is available. The teacher would have access to the library, audiovisual equipment, piano, and some physical education equipment suitable to the age group.

Children will be transported to and from school on regular school buses or in private cars.

If a child's parents cannot pay for his lunch, a free lunch will be provided. A daily snack will be provided all children.



No children in the attendance area of Red Oak School attend a private school. The school is in a rather remote area of the county and it is not likely that there will be any private school participation.

CLOTHING SERVICE

Clothing will be one of the basic needs which will be met in varying degrees where it is evident that the child does not have access to this necessary service from the home or a community agency. Limited funds will be available for this service.

In order to determine who these eligible children are, the teachers in the participating schools will provide the principal with a list of names. The principal will contact the administrative assistant who will make necessary home visits or referrals to discuss the apparent needs with the parents or agencies. If it is apparent that the parents or referral agent cannot provide the needed clothing, the administrative assistant—with the parent's consent—will be responsible for the necessary arrangements involving the transportation of the child to a local department store and the purchase of the needed clothing.

FOOD SERVICE

A review of the school-lunch program in Buncombe County during FY 67 shows that 163,254 free lunches were provided students in the Title I schools. This resulted in several cafeterias operating in the red. Many more had to be supplemented by PTA benefit programs. However, of more vital concern is the fact that lunches could not be provided for all educationally disadvantaged students and many went through the day without a nutritious lunch.

With the increase in the price of food and labor and the decrease in commodities from the government surplus, it is apparent that we need to give some assistance in this area in order to be sure that all educationally disadvantaged students have an opportunity for a Type "A" lunch. The need is even more serious since so many of the educationally disadvantaged students come to school without an adequate breakfast. In an effort to reduce the hunger and malnutrition of these students, thus removing one obstacle to success in school, we are allocating limited funds to assist the schools in providing a Type "A" lunch for the most educationally disadvantaged students.

Each school participating in Title I has a modern, well-equipped, Class A certified cafeteria, with a highly qualified food service staff eager to cooperate fully in meeting the special needs of the educationally disadvantaged students.

HEALTH—DENTAL

Although assistance in this area has been available through school health funds, it has not been possible to take care of all of the dental needs of the educationally disadvantaged students. The need in this area is great, varying from small cavities to complete dentures. We plan to allocate funds to help provide these additional dental services and shall work closely with PTA's, school faculties, health and welfare departments, and parents in an effort to determine the students with the greatest need and get these students to a dentist for treatment.

HEALTH—MEDICAL

The administrative assistant will work closely with the school principal, school nurse and teachers in arranging needed medical services. For years, teachers and nurses have identified children whose progress in school was handicapped for lack of certain medical attention. Many parents when notified of the need of their child for medical attention have not been financially able to pay for this service. Others have been indifferent. Through this activity we will care for as many of the medical needs of these children as possible.

ASHEVILLE CITY BOARD OF EDUCATION

Project No. 68-0128

Title
Special Reading

Project Budget
$269,000

Children in Project and Grade Levels
1,767 1-12 and ungraded

ESEA Staff
47

ENGLISH—READING

The philosphy that will guide the developmental reading program is clarified by Arthur Heilman:

"Remedial reading is usually associated with instruction which attempts to remedy a condition which is believed can be remedied, i.e., a child reading considerably below his ability level . . . Remedial reading implies instruction aimed at bringing a child's achievement closer to his actual ability and does not relate to grade level or chronological age norms. For instance, we might have two third-grade pupils of the same age reading as illustrated below:

Child A	**C.A. 8-4**	**M.A. 9-2**	**I.Q. 110**	**Reads 1-2**
Child B	**C.A. 8-4**	**M.A. 7-0**	**I.Q. 84**	**Reads 1-2**

"Although both pupils are in the same grade and are reading at the same level, only pupil A should be thought of as a remedial reader. He has above-average intelligence, but he is learning at a rate far below his capacity."

Staff members will include a project director, a secretary, a psychometrist, one reading technician, two social case workers, and one guidance counselor. The distinct advance of the organization will be a three way plan for reading improvement. *Improvement* in the *regular classroom*, the *school developmental program*, and the *services* of the *reading clinic.*

Reading improvement in the classroom will be accomplished by providing *teacher aides* for teacher's use. They will relieve the teacher of many of the menial tasks which prevent her from spending more time in instruction of the child. Many and varied materials will be provided to assist the teacher in planning a program to meet more adequately the needs of individual children.

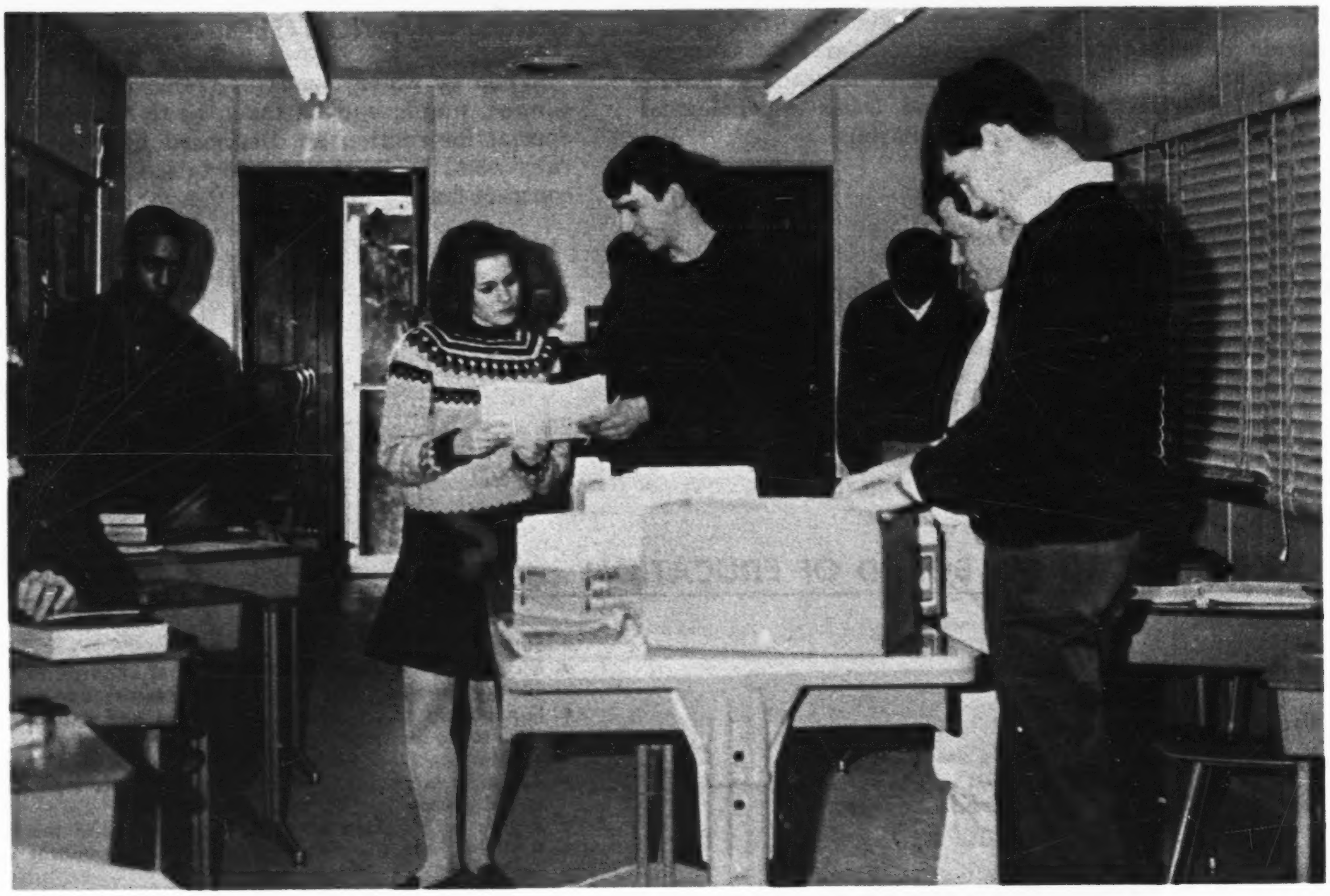
There will be one *special reading teacher* for each project area school. One school will have two teachers. Qualifications for these special teachers will include certification as an elementary school teacher, with special training in reading and adequate classroom experience. Their duties will include serving as a resource person for materials, having conferences, and serving as a remedial and developmental reading teacher.

The program in the project schools will be built upon the basic fundamentals of reading, increasing efficiency by overcoming inadequate training in sight vocabulary, phonics, structural analysis, contextural analysis, scanning materials, developing sustained rapid reading, developing careful or study reading, and developing technical or content field vocabularies. Scheduling of students to participate in the program will be done in the individual schools on the basis of the needs of students and facilities available.

Pupils whose needs cannot be met in the regular classroom or by the reading teachers will go to the clinic. Pupils will be instructed on an individual basis according to their needs. It will be necessary to keep complete and accurate records of each referral. All information recorded at the clinic will be available for the use of classroom teachers and should be a vital part of the coordination between the school and the clinic.

Credit courses, consultant services, workshops, conferences, and supervisory observation will comprise the inservice training offered to staff members and teachers of Title I schools. Credit courses may be

UNITED STATES



taken during the school year and/or in the summer. At least one 16-hour credit course for each reading teacher will be provided. Monthly conferences of one hour each will be held, with planned programs of study; workshops as needed will be conducted. Consultant services will be periodic. All courses, workshops, and conferences will be concerned with reading (methods, materials, etc.) and with related areas in child development and attendant needs.

OTHER—TEACHER and LIBRARY AIDES

Teacher aides and library clerks will be provided for relieving professional personnel and many nonprofessional duties so that pupils may receive more and better instruction.

One aide will be assigned to three teachers in most schools, and not more than four teachers in any school. One library clerk will be assigned to each eligible school, and one to each of the three schools to which educationally deprived pupils have transferred.

Qualifications for aides and clerks are:

- **2 years (or more) of college, or high school graduation with additional business or other training**
- **pleasing personality and ability to work with people**
- **experience with children**
- **special interest in this particular work**

CLOTHING SERVICE

Clothing services to supplement the already existing services of other agencies will be provided on the recommendation of these agencies and after investigation by the social workers.

FOOD SERVICE

Free lunches will be provided for deprived children to supplement the lunch room program in order to meet the needs of children whose performance in school may be due to undernourishment.

HEALTH—DENTAL and HEALTH—MEDICAL

Dental and medical services to supplement the already existing services of other agencies will be provided in conformance with the regulations set up by the State Health Department and on recommendation.

PSYCHOLOGICAL SERVICE

Psychological services will be provided for those children who need special diagnoses to determine their difficulties. Testing will assist in determining brain damage, mixed dominance, degree of retardation, and special needs in the area of reading. Funds provided will allow testing and other psychological services for approximately 50 children.

SCHOOL SOCIAL WORK

Social services will be provided for those children whose diagnoses indicate difficulties resulting from social inadequancies. The social workers will be liaison persons between the school and the home and between the clinic and the home, cooperating closely with already existing local agencies.

TRANSPORTATION SERVICE

When no other means of transportation can be arranged, pupils will be taken to the clinic by taxi for special instruction as diagnosed by their needs. Arrangement for such transportation will be made on a contract basis.

CHEROKEE COUNTY BOARD OF EDUCATION

Project No. 68-0064

Title
Uplift

Project Budget
$92,856

Children in Project and Grade Levels
584 1-12

ESEA Staff
21

OTHER—ADDITIONAL TEACHING STAFF/ REDUCTION OF CLASS SIZE

All elementary teachers in the county have a per pupil ratio of 29. For effective instruction, this ratio is too high and should be near 25. Also, four elementary principals are full-time teachers. All four attendance areas have combined classes. Severity of need has been revealed from recent test results.

OTHER—TEACHER AIDES

In order to utilize their ability to the fullest extent, teachers must have time to think, to plan, and to teach. The most common methods used to make the time available are reducing the teacher-pupil ratio and providing clerical assistance in the highly concentrated areas. In order to meet the needs of these children we need to provide five teacher aides for four attendance areas. This will permit teachers more opportunities for giving pupils individual attention, more time for planning challenging learning experiences, a greater opportunity to meet the personal-social needs of these children, and a higher degree of staff interaction.

The duties of the teacher's aide will include:

- **Participating in indoor creative activities such as music, arts and crafts, play**
- **Supervision of playground activities**
- **Escorting children, or small groups of children to lunchroom, library, Health Center, or other necessary appointments**
- **Supervising small groups on outings and expeditions within the attendance area**
- **Conducting story hours for individuals or small groups**
- **Assisting in obtaining and using materials from the instructional center**
- **Acting as a liaison between the parent and the teacher**
- **Assisting with the preparation of bulletin boards and teaching aides**
- **Providing necessary assistance in clerical duties.**

OTHER—LIBRARY AIDES

One adult library aide is needed in each elementary attendance area, and one is needed in the high school. This continued service is necessary because of the lack of full-time librarians. The use of teacher-librarians leaves libraries closed for the greater part of the school day; or places the responsibility of maintaining the library in the hands of students, often causing an undesirable atmosphere and condition.

The duties of these aides will consist of the following:

- **To make library services available during the entire school day**
- **To help in the selection and securing of books and materials**
- **To aid in the organization of instructional materials, including classification, cataloging, processing, and circulation**
- **To work at all times with teachers and students in providing materials and proper instructions**
- **To help select, maintain, operate, and keep available for pertinent use at the proper time the audiovisual equipment**
- **To acquaint teachers and students as to available resources of the center.**

FOOD SERVICE

Teacher surveys reveal that approximately 50 percent of all deprived students come to school without breakfast. Many do not bring lunch and cannot afford to eat in the lunchroom. As a result, these students' nutritional inadequacies are evident both physically and mentally. This will be corrected by continuing our free lunch service for students from low-income families.

Since malnutrition is one of the greatest single health problems needing immediate correction, we plan continuing the services of the nutritionist to coordinate the lunchroom program for the six areas.

Only students from economically deprived families will be served free lunches and the teachers, principals, and supervisor will be in charge of selecting the children to participate. Children from large families with an income of less than $2,000 will be considered first.

GUIDANCE SERVICE

The Hiwassee Dam attendance area is a union school and has never had the services of a full-time guidance counselor. This attendance area has 217 educationally deprived students.

We feel that guidance service is needed. It will help reduce the dropout rate and benefit all of these deprived students. Therefore, we propose to hire one full-time guidance counselor to work with deprived students in elementary and high school.

The counselor's duties will consist of the following:

- **Testing**
- **Counseling**
- **Orientation**
- **Job placement**
- **Scholarship and vocational placement**

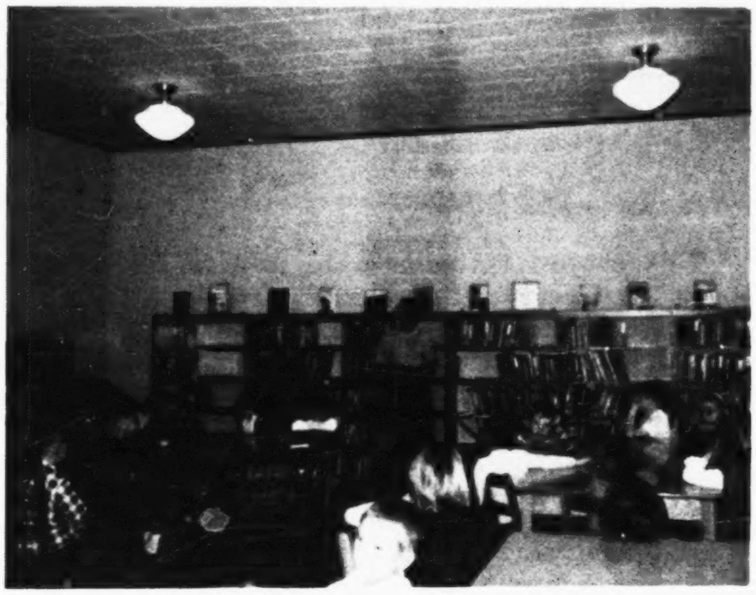
LIBRARY SERVICE

We propose to continue the services of a full-time library supervisor to coordinate the library program in the six attendance areas. This service is necessary in order to continue the training of library aides in library procedure and the use of audiovisual equipment.

The supervisor will be responsible for the ordering and processing of materials, supplies, equipment; and will also be audiovisual coordinator for the attendance areas. She will study the work of attendance areas so that effective materials and equipment are promoted. She will also conduct inventories of instructional materials, serve as public relations person, cooperate with community agencies in increasing the effectiveness of instructional material services, and encourage teachers to make better use of the libraries by bringing classes in small groups for study and research.

OTHER—ADMINISTRATIVE COORDINATOR and CLERICAL HELP

The proposal to continue the services of an administrative coordinator and clerical assistance will be required in order to meet the necessary administrative and clerical duties. This will relieve the school personnel of this responsibility.



Title
Language Arts Improvement

Project Budget
$56,687

Children in Project and Grade Levels
435 1-12

ESEA Staff
10

ENGLISH—READING

This project is intended to provide for improvement of educational opportunity in the area of language arts at Andrews High School, Andrews Elementary School, and the Marble Elementary School. Its purpose is the improvement of language arts skills and the correction of any emotional, mental, or physical defects which prevent the educationally deprived children from performing at grade level.

Additional instruction will be provided for students reading one year below grade level.

Grades 1 through 3 will be left intact. Through the use of a teacher aide the regular classroom teacher will be provided additional time for individual instruction. We feel that first, second and third grade students can best benefit by remaining with their regular teacher.

We plan to employ one elementary teacher of remedial reading to work with approximately 90 children (grades 4 through 8) who are the most deficient in reading.

One teacher of remedial reading is to be employed to work with approximately 85 high school students.

OTHER—ADDITIONAL TEACHER

At the Marble School there is the need for an additional classroom teacher in order to eliminate combination grades. The Marble School students, whose entire school experience has been spent in combination grades (with the exception of last year), will greatly benefit from being placed in one-grade classrooms. By the addition of one teacher in this school, combination grades can be eliminated. Last year children in this school made normal progress for the first time. This teacher will be teaching the third grade.

OTHER—TEACHER AIDES

We propose to use three teacher aides whose time will be divided among 30 elementary teachers. The aides will be used to relieve the regular teacher of routine duties but to assume no teaching responsibilities. These teacher aides will work at all times under the direction and supervision of the classroom teacher.

The aides will operate audiovisual equipment, cut stencils or make master copies for duplication of tests, secure and prepare equipment and materials for science experiments and art classes, assist the teacher in screening children and in keeping health records, and assist teachers with physical education periods.

CLOTHING SERVICE

We propose to use $200 for the purchase of clothing. Some of our students are in great need of necessary clothing in order to remain in school and to keep warm during the winter months.

Those students who are in need of clothing will be identified by teachers and the welfare department.

FOOD SERVICE

Nutrition, physical training, and mental health are interrelated factors in a child's overall development and his ability to achieve as he should. Therefore, we propose to provide free, nutritionally well-balanced meals to students who are economically disadvantaged. For 180 days we will provide 100 free lunches per day at 30¢ per meal.

Many of our students are undernourished. We estimate that actually more than 100 students need free lunches. For some of the students the food consumed at school constitutes their only well-balanced meal during the day. The students to receive free lunch will be selected by teachers and welfare department.

HEALTH—MEDICAL

We will employ a school nurse on a half-day basis. Her duties will consist of administering first aid, screening students for health needs, providing instruction in personal cleanliness and grooming, counseling parents, and coordinating school services with those of the local departments of public health and welfare.

Students who need extra medical attention will be identified by the nurse and local doctor.

LIBRARY SERVICE

A full-time certified librarian will be employed for the Andrews elementary school.

The library will be made available for use by all students in the elementary school. A library period 55 minutes in length will be scheduled for each homeroom one day a week. During this period the librarian will give book reviews, tell stories, and acquaint the students with the library.

Students in remedial reading will be given an extra period in the library each week.

Title
Operation New Day III

Project Budget
$95,390

Children in Project and Grade Levels
732 1-12 and ungraded

ESEA Staff
24 (plus 62 unpaid volunteers)

ENGLISH—READING

The English—reading program will include some children on all grade levels from 1 to 12. Reading will be the core of the activity with some emphasis on spelling, vocabulary building, and creative writing.

A director of ESEA programs will be employed again to coordinate and administer the program.

Services of a college consultant from Western Carolina University will be employed on a contract basis to give guidance to reading teachers and to provide inservice training for staff members. Services of the consultant will include:

- **Demonstrations of methods in teaching reading**
- **Clinical observation of poor readers, assistance in diagnosing their difficulties, and suggestions regarding remedial measures**
- **Conducting workshops in the teaching of phonics, speed reading, and the use of audiovisual aids in teaching reading.**

Three remedial reading teachers will be employed (two for the elementary school and one for the high school) to serve for the regular school term of 1967-68. Selected children from grades 4-8, in groups of 10 to 12, will receive special reading instruction from these three teachers for one hour daily during the regular school term. These students will be selected on the basis of their scores on the Metropolitan Reading Test, plus teacher recommendation. First, second, and third grade pupils will not leave their homerooms for instruction. However, teachers in these grades will be involved in the program and will have access to Title I materials and equipment. A teacher aide will be assigned to the first three grades to teach music, check pupil papers, and assist on the playground.

In the high school, students for remedial reading classes will be selected on the basis of the Nelson-Denny Reading Test. These classes will meet for 55 minutes daily during the regular school term. Materials for these high school classes will be selected by English teachers and the remedial reading instructor under the direction of the college consultant.

Each classroom teacher in grades 1-8, and high school teachers of English, will be given an opportunity to use instructional materials provided by Title I funds and to share in any significant research in the new ideas and methods evolving from this project.

Ten teacher aides will be employed to assist teachers with the following:

- **Keeping records and reporting**
- **Caring for and operating audiovisual equipment**
- **Scoring objectives tests**
- **Typing and duplicating**
- **Helping with recreational activities**
- **Fixing bulletin boards**

These aides will serve under the direction of professional school personnel (principal, teachers, and librarians), freeing them to spend more time on professional duties.

About 732 children will be involved in this program in one way or another. We feel that this program has been successful, that it is still the school's number one need, and that it should be continued.

FOREIGN LANGUAGE

The foreign language program in Murphy City Schools will include pupils on the secondary level.

Students in the high school wishing to study a foreign language may register for the class at the beginning of the freshman year. Murphy High School offers a four year course in Spanish taught by a highly trained teacher who uses the audiovisual approach.

A language laboratory has been purchased and much progress was made during the past year. Thirty earphones will be used in the lesson period.

MUSIC

All students in the Murphy City Schools have music as part of the curriculum. In the past instruction has been limited. We now have a full-time music instructor. In the elementary department all children have a regularly scheduled music class during the week.

In the high school, music classes are on an elective basis, carrying one unit of credit.

The high school chorus was, in the past, composed mostly of girls. With total integration, Negro boys and girls have been a real addition to the high school music department.

We have an elementary and high school band. During the past year, much band equipment was purchased. Many students from low income families, financially unable to purchase musical instruments, are now members of the band. With the addition of more band equipment for this coming year all minority pupils will have a chance to participate.

Music lessons to be given in individual classrooms will include singing, the mechanics of music, and the history of music. This will enrich the cultural background of many of our pupils who have never had the opportunity to study the lives and works of some of our composers.

We hope to improve the interest and taste in music. We live in an area that needs to have the cultural uplift of music and fine arts.

PHYSICAL EDUCATION

We plan to have physical education in all grades 1-12. In the elementary school we will have at least 30 minutes for physical education every day. This includes two 30-minute periods weekly for health instructions.

In the high school all students are required to take freshman and sophomore physical education. Therefore, all disadvantaged children will come under the supervision of the physical education department upon entering the ninth grade and will remain under daily supervision for two years.

During the past year, we have acquired some equipment that will help improve the physical, sociological and psychological development of our students to the point where they may be able to compete on an equal basis both in school and society.

OTHER—SPECIAL EDUCATION

We will have two special education classes operating in the elementary school. One class will be made up of students working on the primary and low elementary level. The second class will consist of students working on the low elementary to middle elementary level.

Students are placed in these classes on the basis of results of group and individual intelligence tests. All students with an I.Q. of 75 or below are placed in special education, with a limit of 15 to a class.

The majority of these children come from low income homes. Some of these students have made enough progress to go back into a regular classroom.

These children benefit from the many aspects of our Title I program. To date they have received free lunches, additional training in music, clothing, medical and dental attention, physical education training and extra training in the use of library materials.

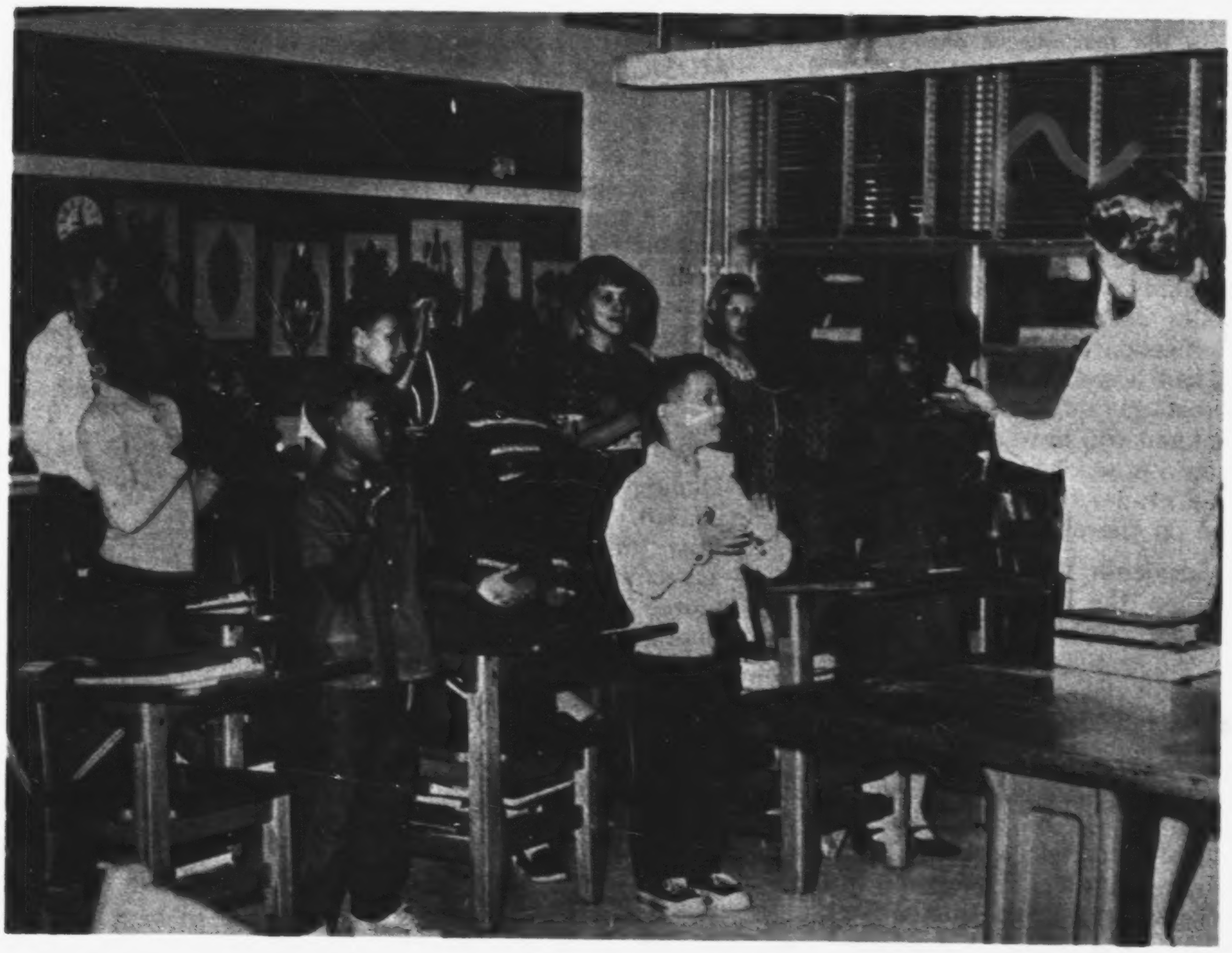
Many of these children go to high school after having spent a number of years in special classes. They enroll for some of the less advanced courses and usually do fairly good work.

Progress with this type of student will be slow. We work with long range objectives. Test results may prove little. We are concerned that they become good school citizens. The real evaluation will be that they obtain enough knowledge and training to become self-supporting citizens.

CLOTHING SERVICE

A recent survey has shown that many children coming from low income families have very poor clothing. The school has made every effort in the past to get suitable clothing for as many children as possible.

Until Federal money was made available, the school had to depend on private citizens and local merchants for help. Few deprived children could be clothed.



This situation presents a psychological factor in the learning situation. A child will not learn rapidly if he is cold and uncomfortable. With the small percentage of money established in our ESEA Title I budget for such services we have helped a great number of children. They now attend school more regularly, even in the winter during our most bitter weather. We plan to continue this program the coming year. With good clothing furnished by Federal funds and a hot meal awaiting them at school, many children now look forward to daily attendance.

FOOD SERVICE

A study was made in February, 1966, of all students in the school lunchroom. It was found that the majority of students from low income families were either bringing an inadequate bag lunch or nothing at all.

Because a hungry child cannot concentrate, we decided to use funds from Title I to provide a free lunch for students from low income families. This was the only well-balanced meal many of these children received.

GUIDANCE SERVICE

We propose to employ a full-time guidance counselor, certified and experienced, to work primarily with grades 8-12.

In his professional role the counselor serves students, their parents, the school staff, and the community at large. The school counselor assists students to appraise and understand their interests, abilities, strengths, and weaknesses. Working with students requires that the counselor acquire, make available, and encourage the use of valid, current information about education and occupations.

Recognizing that students must make their own decisions, the counselor assists students to define and arrive at satisfying solutions to problems. Students who need specialized help are identified, and, when necessary, referred to specialists. In addition, the counselor assists in the orientation of new students and the placement of all students. The school's program of student appraisal is coordinated by the counselor.

The counselor assists teachers to understand problems and difficulties faced by students, and acts as a resource person in activities closely related to the guidance program. The role of the counselor also includes assisting staff personnel in the area of curriculum development. It is expected that the guidance person will assume his share of those school duties which do not impair the counselor-student relationship.

The counselor interprets the school's guidance services to the faculty, parents, and others within the community. Similarly the school's guidance program is integrated with community activities by the counselor. Important also is the counselor's role in development and use of appropriate means for evaluation of the school's guidance program.

The counselor will supervise the testing program and will serve as evaluator of Title I.

The counselor will make periodic reports to the superintendent and principals, including information in the following areas:

- **Number of students counseled with individually**
- **Number of student group conferences**
- **Number of parent conferences**
- **Number of home visits**
- **Number of contacts with referral agencies—local health department, USES, local welfare department, vocational rehabilitation, Commission for the Blind**
- **Amount of scholarship aids and grants**
- **Number of workshops and professional meetings attended**

HEALTH—DENTAL and HEALTH—MEDICAL

When "Operation New Day" was approved, a school nurse was employed. All children in the school were checked for possible visual defects as well as other physical defects that might be present. Money was set up in the budget for eye examinations and glasses. Complete physical examinations were given to all children from grades 1-12. Tonsilectomies were performed in the worst cases. The school nurse went into the various rural communities, then into the homes, trying to promote better care for many of the children coming from low income families.

Results came quickly. Many of the children who had been missing school because of poor teeth, diseased tonsils, eye defects, and other conditions began to attend more regularly after these conditions had been improved or eliminated. The children's overall condition showed great improvement. It would have been impossible for the school to perform these health services without the cooperation of the local health department and the Cherokee County Board of Commissioners. We have had a part in establishing a speech and hearing clinic at Western Carolina College for students needing health services of this nature.

Our two local dentists have such a crowded schedule that additional work is almost prohibitive. This is one of the greatest needs of our school. All pupils in both schools will participate in the program. The school health nurse, who is employed under Title I, will screen all students grades 1-12. We will then know our needs and will work toward that end.

PSYCHOLOGICAL SERVICE

Children with serious problems of adjustment and/or behavior will be referred to the local school nurse employed under Title I. With their parent's permission, she will make appointments for them with the psychologist at the local health center and will arrange transportation for them.

Children referred to the psychologist will have as many sessions with him as he thinks necessary.

We hope children receiving services from this program will be able to adjust to normal living and become happy, productive citizens.

LIBRARY SERVICE

In March, 1966, two library assistants were employed with Title I funds. One aide was placed in the elementary library, while the other was placed under the direction of the high school librarian.

The same procedure will be followed this year. The addition of library aides has made it possible for the head librarian to give more time to office work, book selections, and more constant reevaluation of library operations.

The librarian will be able to give more individual attention to the students and their needs. This will improve a child's selection of books and use of new library materials.

CLAY COUNTY BOARD OF EDUCATION

Project No. 68-0034

Title
New Education Development (NED)

Project Budget
$81,776

Children in Project and Grade Levels
594 1-12

ESEA Staff
18

ENGLISH—READING

An analysis of the needs of our deprived students was made by teachers and administrators. It indicated that there is a high deficiency in reading and related learning skills. Therefore, emphasis will be placed upon this area.

Results from test scores, teacher evaluations, and a study of cumulative folders, indicate that there is a high percentage of students who are below age-grade level in reading.

In order to help these students perform to their potential, it will be necessary to continue the remedial teacher instruction. We propose to continue with one full-time remedial reading teacher, four regular classroom teachers, and six teacher aides in order to provide sufficient instruction for those students who are below average in this important area of study.

The employment of these additional teachers will permit reductions in class sizes throughout the ad-

ministrative unit and will provide more individual instruction to meet the needs of educationally deprived children.

Teacher aides will be employed to provide clerical assistance in the highly concentrated areas. This will provide teachers with more opportunity for giving pupils individual attention, for planning challenging learning experiences, and for meeting the personal-social needs of these children.

We propose to strengthen our program to overcome weakness in reading and related training skills by providing:

- **Remedial reading**
- **Vocabulary building**
- **Writing, speaking and listening**
- **Ability grouping**
- **Reduction of class size**
- **Assistance of subprofessional help**

To perform these activities supplementary books and materials, audiovisual materials, subscriptions, instructional materials and supplies, and testing supplies will be necessary.

The duties of the teacher's aide will include:

- **Participating in indoor creative activities such as music, arts, crafts, and play.**
- **Supervising of playground activities.**
- **Escorting children or small groups of children to lunchroom, library, health center, or other necessary appointments.**
- **Supervising of small groups on outings and expeditions within the attendance area.**
- **Conducting story hours for individuals or small groups.**
- **Assisting in obtaining and using materials from the instructional centers.**
- **Acting as a liaison between the parent and the teacher.**
- **Assisting with the preparation of bulletin boards and teaching aids.**
- **Providing necessary assistance in clerical duties.**

Provision for matching retirement and social security benefits have been included in the budget for the above personnel. Also, sick leave has been included for the professional teaching personnel stated above.

MUSIC

Our project title NED (New Education Development) is defined in part as "for the purpose of enriching experiences and developing basic skills in all areas." It is our belief that unless a concentrated effort in the area of fine arts is continued, this purpose cannot be fulfilled.

Most classroom teachers are not, or feel that they are not, prepared in this field. Consequently this phase is either neglected or deleted entirely.

This county has had a part-time teacher who specialized in the fine arts. With music being emphasized, the fine arts program will be coordinated with both the language arts and social studies. These subjects cannot be taught to the degree intended unless some application of music is included.

In the fine arts we believe in a program of non-grading. In this way each deprived child can succeed. In using this procedure no frustration or fear of failure is developed. Each child succeeds according to his individual ability.

Music and art are a part of the cultural heritage of our land and are valid avenues of self-expression. Through this self-expression the self-image of the individual is enhanced. The child's emotional and social development is also a by-product of this program.

To meet the above objectives we plan to hire one full-time music teacher to work with all culturally deprived students in the three attendance areas. This teacher will be certified in public school music. Funds have been included in the budget to reimburse travel expenses incurred by the music teacher.

OTHER—SUPERVISOR OF INSTRUCTION

In order to fulfill the objectives of this program, it will be necessary for the coordinator to work in a supervisory capacity a portion of the time. This time will be used in observing, advising, and assisting the various personnel employed under this project.

Funds have been budgeted for reimbursement of travel expenses incurred under this activity.

FOOD SERVICE

A survey has revealed that approximately 60 percent of all deprived students come to school without breakfast. Many do not bring lunch and cannot afford to eat in the lunchroom. As a result these students' nutritional inadequacies are evident physically, mentally, and socially. This will be corrected by continuing the service of free lunches for students from low-income families.

LIBRARY SERVICE

One library aide is needed in each of the three attendance areas. This service is necessary because of the lack of full-time librarians. The use of teacher-librarians leaves libraries closed for the greater part of the school day, or places the responsibility of maintaining the library in the hands of students. This often causes an undesirable atmosphere and condition.

The duties of these library aides will consist of the following:

- **To make the library services available during the entire school day**
- **To help select, secure, classify, catalogue, process, and circulate books and material**
- **To aid in the organization of instructional materials**
- **To work at all times with teachers and students in providing materials and proper instruction**
- **To help select audiovisual equipment and help maintain, operate, and keep it available for use at the proper time.**
- **To acquaint teachers and students with resources available at the center.**

We propose to continue the services of one part-time library supervisor to coordinate the library program in the three attendance areas. The supervisor will continue training the library aides in library procedures and the use of audiovisual equipment and will be responsible for ordering and processing of materials, supplies, and equipment.

This supervisor will also be audiovisual coordinator for the attendance areas. She will study the work of attendance areas so that effective materials and equipment are promoted. She will also conduct inventories of instructional materials, serve as public relations person, cooperate with community agencies in increasing effectiveness of instructional material services and encourage teachers to make better use of the libraries.

Fringe benefits are included for the above mentioned personnel. Sick leave benefits and travel expenses for the supervisor are also included in the budget.

OTHER—ADMINISTRATIVE COORDINATOR and SECRETARY

All attendance areas are clerically understaffed. The employment of additional personnel increases the demand for administrative clerical assistance. Also, clerical assistance will relieve the school personnel of these responsibilities.

A full-time coordinator and secretary, centrally located, will be required in order to continue meeting the objectives of this program.

The duties of the administrative coordinator and secretary will be to perform all routine administrative and secretarial duties. Approximately two-thirds of coordinator's time will be spent in administrative functions. The remaining time will be spent in supervision of instructional personnel. This is described in another section of this proposal.

GRAHAM COUNTY BOARD OF EDUCATION

Project No. 68-0132

Title

Improvement of Communication Skills

Project Budget

$92,774

Children in Project and Grade Levels

655 1-12

ESEA Staff

20 (plus 4 unpaid volunteers)

ART

It is proposed to employ an art teacher and an aide to carry out the objectives of this activity.

The art teacher will act as a resource person to the regular classroom teachers and will perform special demonstration lessons with selected students.

The art aide will assist the teacher in routine matters such as the acquisition, preparation and transportation of materials; supervision of individual or small groups of children; and the keeping of reports and evaluative instruments.

The art activities themselves will grow out of social studies, the sciences, daily experiences and happenings in the child's school life, home and the community. Art grows out of a project or unit of study. This should center about the life of the child. The classroom teacher is the logical person to provide the child with the opportunity of developing this awareness, and of expressing knowledge in a visual way through art.

Materials will include library books, prints of great masters, filmstrips and slides of the masters, films of the different media used, art magazines, use of the "free" materials and films offered, and use of the different media. Students will draw in pencil, pen, charcoal; print and letter; learn color and design; do modeling in clay and finger painting, use tempera and water colors. This will be used as a source of appreciation and growth.

In light of the previous year's experience the following modifications have been made.

- **The art program has been confined to selected elementary children only.**
- **The art activities have been limited to the Robbinsville School rather than to all Title I schools in the unit.**

BUSINESS EDUCATION

It is proposed to purchase the necessary equipment to provide a course in business machines at Robbinsville High School under the instruction of the regular business teacher at that school.

This course provides extensive instruction in the use of the electric typewriter, full keyboard adding-listing machine, ten-key adding-listing machine, key driven and rotating calculators, voice-writing machines, fluid and stencil duplicators, and illuminated drawing board.

Without the support of Title I funds for purchase of part of this equipment it will be impossible to provide this instruction for selected students who need this type of training to qualify in many of today's business offices.

ENGLISH—READING

It is proposed to employ a reading supervisor along with an appropriate number of teacher aides to carry out a special reading program in the Title I schools of this unit. This will insure the use of special and up-to-date instructional methods and materials for the deprived children in the schools.

An additional first grade reading teacher for Robbinsville school will be employed to form a class of low readiness children selected from the summer Head Start program and by the guidance counselor.

This teacher will be assisted by an aide.

The reading supervisor will help the teachers to know and use wisely instructional materials and equipment, purchased under this title, which will aid in the improvement of reading. Instruction will be given to teachers on the use of new materials and equipment. The following equipment and materials are available for use and with the exception of books can be checked out by the teachers from a mobile unit which will serve as an audiovisual center:

basal and supplementary textbooks and library books
16 mm and filmstrip projectors
films and filmstrips to supplement reading tests
controlled readers with materials for all levels
Craig readers with materials for middle and upper grades
tape recorders
record players and records
overhead projectors
classroom tachist-o-film programs for upper grades and high school
ratemeters
shadowscope
tach-o-matic

In addition, the school radio station, WRSH will be utilized as a media whereby students may put into practical application learned skills developed by this activity.

This activity will be limited to grades 2-8.

GRAHAM COUNTY SCHOOLS

MUSIC

It is proposed to employ a music teacher and a music aide to carry out the objectives of this activity.

The activities will be directed toward and based upon the level of the culturally deprived students. Cooperation with the classroom teacher will insure the participation of each of these students.

The activities shall be implemented by the music instructor who will provide written outlines monthly for each classroom teacher, with specific suggestions for activities in the five areas above. The music instructor shall be available three hours each day to conduct or assist the classroom teacher in these music activities. Recordings, filmstrips, films, rhythm instruments, and other suitable aids will be used to increase the effectiveness of teaching.

Facilities of the school's radio station, WRHS will be utilized to give live and/or recorded musical programs planned and conducted by the students themselves. This will provide a practical media for application of skills.

Instructional guidelines will be developed for teachers of grades 1-8 insuring every child within each grade an opportunity to participate in singing, listening, rhythmic, creative, and educational experiences.

The guidelines shall be developed on a grade level basis and designed to advance the students systematically through a series of music activities that will develop their knowledge and appreciation of music to a level consistant with their mental, physical, and emotional development.

The activities of each grade level will be a part of an overall eight year program designed to take the inexperienced first grader through a year-by-year progression of expanding music activities to a point in the eighth year of well-rounded knowledge and appreciation of music.

The services of the music instructor may be used by all teachers of grades 1-12 for consultation and suggestions regarding music in relation to other areas of study.

The music instructor and participating students will cooperate with community civic organizations by providing school-community music activities.

Modifications of the program, made in light of the previous year's experience, include:

- **An aide will assist in routine duties of the program**
- **The school radio broadcast facilities will be used to give practical application to skills acquired**
- **Musical production will be by grade level**
- **Field trips will be made to hear selected musical performances**

FOOD SERVICE

A hot, nutritious lunch will be provided at all project schools for those participating children identified as needy.

During the school year the regular school lunchroom facilities will be utilized to feed those students who cannot provide lunch for themselves.

The classroom teacher will attempt to encourage good and healthy eating habits among these students.

The lunches will be paid for at the regular rate, or a reduced rate, for those participating.

GUIDANCE SERVICE

It is proposed to employ a guidance counselor, under this Title, for the purpose of providing guidance counseling services for all phases of the program and to gather data and administer the evaluation the program with the cooperation of the other professional staff.

It is deemed necessary to provide an aide to assist the counselor in his responsibilities.

The function which should occupy the greatest block of the counselor's time is the activity of counseling. The counseling process is generally thought of in terms of the types of problems faced, and the methods used to deal with these problems. The types of problems dealt with are classified as (1) educational, (2) vocational or occupational, (3) personal-emotional. However, the individual is an entity and cannot be compartmentalized to the degree of dealing exclusively with one type of problem. In fact, the problems are often interrelated. Still a student's problem may be concentrated in one area more than in another. The methods used can be classified as (1) individual counseling in a one-to-one relationship and (2) group counseling.

The counselor as a human being cannot possibly perform all the functions in a pupil personnel program. The counselor must act somewhat as a screening device in referring students needing more specialized services to the appropriate persons in the pupil personnel program or community agencies. Health problems should be referred to the health department or nurse; family or community problems to the social worker or welfare office; mental disturbances to the psychological clinic.

In addition to identifying students who need specialized services, the counselor (according to ASCA recommendations) should maintain a close relationship with these services; assist parents and students to be aware of, accept, and utilize the services; and encourage the development and extension of community services.

The counselor should serve as a liaison agent between parents and the school since both are theoretically concerned with the welfare of the students. The counselor can help parents understand student behavior and interpret test information.

HEALTH—MEDICAL

A school nurse and nurse's aide with the cooperation of school administrators, teachers, parents, local health department, physicians, and allied personnel will attempt to reduce health problems among educationally deprived school children in Graham County.

Funds are budgeted in this project for the detection and correction of physical defects that interfere with learning.

First aid stations will be maintained at all three schools. The nurse will give active assistance in handling accidental injuries, sudden illnesses, and other emergencies at school.

LIBRARY SERVICE

A librarian will be employed to assume general supervision of the library service.

One library aide will be employed at each of the three Title I schools to insure that library materials are stored and used systematically.

Through the purchase of library books, visual aid materials and other library resources under this Title, and also with funds obtained under Title II of the same Act, it is planned to improve the instructional possibilities of the library facilities in all project schools.

Displays, posters, and teacher cooperation will be utilized in the encouragement of student participation in proper and extensive use of the library facilities.

HAYWOOD COUNTY SCHOOLS

Project No. 68-0147

Title
Federal Assistance for Education of Educationally Deprived Children

Project Budget
$243,687

Children in Project and Grade Levels
2,150 1-12 and ungraded

ESEA Staff
68 (plus 164 whose salaries are not paid by Title I funds and 215 unpaid volunteers)

CULTURAL ENRICHMENT

Children in grades 1-8, who are identified as educationally deprived, will be given instruction in art and music by specialists in these fields. Children will be chosen on the basis of cultural deprivation. Instruction will include some introduction to art and music appreciation, broad opportunities to participate in activities involving various forms of art and music, and some in-depth training for those demonstrating exceptional talent. The main purpose is to enrich their lives through art and music.

ENGLISH—READING

Children scoring one year or more below grade level will be involved in a series of remedial programs planned to build skills, develop interest and provide successful experiences in reading. Eligible children will be tested before programs begin and at the end of the year. Results of various phases of the programs will be reported to teachers not involved; video tapes and live observation periods will be provided; and an inservice program conducted as a part of the total activity. Programs will take different forms in various schools. Reading laboratories will be equipped and used in two junior high schools. An ungraded program will be tried in two elementary schools. Small group and individualized approaches will be used in other schools. The various structural patterns will be compared as to results. Private school students will be invited to participate at the junior high level. All students will have extensive experiences with books, visual materials, and services of the expanded libraries developed with funds from Titles I and II.

MATHEMATICS

Elementary and junior high school children, scoring more than one year below grade level in mathematics, will be tested, placed in small groups, and tutored, using programmed materials, concrete objects, and modern mathematics techniques. Objectives include better understanding of fundamentals and more thorough understanding through greater involvement of the child in the learning process. Techniques found to be successful will be shared with all teachers. All teachers of mathematics will be involved in an inservice program, using video tapes and TV. Children will be exposed to special instruction each day. Private school students will not participate.

CLOTHING SERVICE

A small percentage of the needy children will not have sufficient clothing and shoes to allow them to attend school. Teachers, principals, and home counselors will solicit help from welfare agencies and private sources to provide these essentials. Title I funds will be used only after other sources are exhausted or when too much time would be involved in getting official help. The primary objectives of the activity are to keep children in school, provide for their comfort, and give them social status. Such welfare work will be done privately and confidentially and after careful analysis of home and community conditions. Clothing service will be given during the entire year, but the major need comes during the winter months. Parents of such students will be counseled and assisted in doing their share to provide necessary clothing and care for some. Private school students will be included.

FOOD SERVICE

Any child attending Haywood County Schools who is financially unable to buy a lunch will be fed. The money will come from Title I, local funds, and private donations. Some children can pay a portion of the lunch cost and will be expected to do so. The objective is to give every child a balanced meal. For some it is the only one. Title I funds will be used as other accounts are depleted. Private school students will not participate.

HEALTH—DENTAL

A dental clinic has been equipped and operated in facilities provided by the Haywood County Health Department. The Health Department furnishes nursing and supplementary services. Title I funds are used to provide a dentist and a dental assistant. This program has been in operation for two years and has served 500 children who had critical needs. Children are screened by teachers and nurses for needed corrections and referred to the clinic. In addition to doing mouth work, staff members have visited eligible schools and provided dental education. A few National Youth Corps enrollees who are not in school are seen by the dentist. The clinic schedule runs congruent with the school term. Changes in appearance and self-confidence definitely improve the overall school records of participants. Private school students may participate.

SCHOOL SOCIAL WORK

Three school social counselors are employed to coordinate the work of the schools, other agencies, and homes. These persons visit schools and homes; counsel with teachers, students, and parents; and try to stimulate interest and support at all stages for the child. Potential dropouts are referred to high school guidance specialists. Truant cases are referred to the attendance officer who channels welfare and volunteer social services to the child. Improved home conditions, enrichment experiences, and having basic needs provided for are conducive to a successful school experience.

Questionnaires, PTA study sessions, group meetings indicate that this program has been very successful. Counselors work the same schedule as teachers and provide services to private schools. While most of the work is done in the homes of the communities, parent meetings are held in the schools and students are counseled in the schools.

Since we have no counseling specialists in the elementary schools, these staff members serve a vital purpose in improving attendance, reducing the dropout ratio, stimulating and motivating parents and students. Parents participate in small group meetings held in the schools. Teachers participate in these meetings and meet frequently with home counselors to evaluate and plan.

A short training workshop conducted by the supervisory and guidance staff will be held for the three home counselors.

SPEECH THERAPY

Children with serious speech handicaps will be seen by a special speech therapist. This program supplements a regular speech program which is not extensive enough to reach all children with speech problems. The objective of improved speech is to help the child make a normal adjustment to his peer group and have better success in his regular school program. Each child will be seen twice per week. Private school students will be invited to use the service; the program will be operated in school facilities; and parents will be involved in conferences. Some efforts will be made by home counselors to correct home influences where these are contributing to the problem. Regular classroom teachers will be instructed as to how they can assist participants in the program. Approximately 300 students will be involved.

NOTE:

Under Title I one class will be provided for educable retarded children. All criteria required by the state for a program for mentally retarded, educable children will be met. One teacher will work with this group. This phase of the project supplements a strong special education program financed from state and local funds but which does not meet total needs.

All handicapped children participate in other activities of this project.

Title
Improvement of Communicative Skills

Project Budget
$153,380

Children in Project and Grade Levels

2,073	K-12 and ungraded

ESEA Staff
57

CULTURAL ENRICHMENT

That cultural and educational deprivation go hand in hand is generally conceded to be a fact of life in 20th Century America. From homes that are lacking in meaningful and purposeful living come children who all too often find school and education equally void of meaning and purpose, irrespective of the family's monetary worth. In the purest sense of the word, education does indeed have the responsibility of "leading out" its young from ignorance and prejudice and indifference into the realm of understanding, acceptance of, and involvement with, the world about. The program of general cultural enrichment here cited as one of the activities of the project will attempt to lead the way toward a fuller life for the children of Henderson County so deprived in this area.

The special means by which this activity will be implemented are the same as have been defined in prior reports, namely: increased library services during the school year, with libraries remaining open as community reading and resource centers during the summer vacation period; continued and increased availability of enrichment materials to instructional personnel and others in special services such as guidance work, the library, etc.; a summer readiness program for preschoolers; continued emphasis upon field trips as worthwhile cultural experiences; and films, plays, concerts, and other audio and visual presentations as expedient.

1853	Children one hour per week for 36 weeks during regular school term
220	Children 25 hours per week for 6 weeks during the summer session

ENGLISH—READING

Multi-level reading materials will be used again by elementary teachers having concentrations of educationally deprived children and by high school English teachers having the responsibility of educationally deprived students in specially grouped English classes. Teachers relieved of the mechanics of library responsibility by the library aides, and of clerical and other routine duties by teacher aides, will give more time and planning to the educationally deprived. Qualified teacher aides, under close supervision, will conduct small clases in reading; some for the purpose of enrichment, others to strengthen reading skills. The research project, using the Craig Readers, will be continued.

875 Children two hours per week for 18 weeks
Children in the Craig Reader Research Project one hour per week for 18 weeks

OTHER—LANGUAGE ARTS

Improvement of educationally deprived children in the field of language arts will be fostered by the use of materials, work texts, visual aids, specially planned activities, and small group performance under the regular elementary teacher during the year. Title I will make possible multi-level materials for such activities. In high school, educationally deprived students will be grouped for special work in English and reading.

925 Children 2 hours per week for 36 weeks

OTHER—TEACHER and LIBRARY AIDES

Teacher Aides: The purpose of this activity is to provide assistance for the teacher having a concentration of educationally deprived children in her class so that she may plan and carry out special activities to benefit these children. Certain extraneous benefits will obtain to the other children in the group as well.

Library Aides: In the local educational agency area there are 14 libraries in qualifying schools. Only two of these are served by trained, full-time librarians. The remaining libraries would ordinarily have to rely upon the services of regular classroom teachers who would assume this added responsibility in addition to their normal teaching load. This deprives students of having the full advantage of library facilities and the full attention from their (librarian) teacher in the classroom.

The purpose of this activity is to relieve the teacher-librarians of their responsibility for processing new books and other materials and for checking books and materials in an out. The further purpose is to assist teachers having concentrations of educationally deprived children in their classes by preparing visual aids for them and by holding story hours for small groups of their children.

Title I will make it possible for the school libraries to be kept open during the summer and to serve the summer program and the community as reading and resource centers.

1853	Children one hour per week for 36 weeks during regular school term
220	Children 25 hours per week for 6 weeks during the summer session

OTHER—KINDERGARTEN

This activity will be essentially a six weeks summer readiness program just as it was in the FY 1967 project. Working jointly with the community action agency, which will sponsor Headstart programs at sites mutually agreed upon, the administrative unit will provide facilities, personnel, equipment, and programs for approximately 220 children.

The emphasis of the preschool program will be to provide an evaluation of each child in social, emotional, language, perceptual, and neurological areas and to follow this with a training experience needed to bring him as near to school readiness as possible. Health evaluations and necessary corrections will, of course, be an important part of this approach. Children whose growth in preparation for school has not been reached to the desired readiness level, will be referred to the first grade teacher in the fall for continued work.

CLOTHING SERVICE

Items of suitable clothing, from single items to complete outfits, will be provided to needy children so that they can remain in school during all types of weather. All local resources will be exhausted before Title I funds are used.

Those children who are considered by teachers, counselors, and other staff members to be deserving of attention in this respect will be selected. In some instances, reports of absenteeism will indicate lack of clothing to be the cause. In others, personal observation and follow-up interviews with the children will give the necessary substantiation of need.

FOOD SERVICE

One planned hot meal per day (and breakfast if needed) will be provided free to eligible children during the summer school. These meals will be served in the school lunchrooms.

GUIDANCE SERVICE

On the preschool level, the basic features of the proposed guidance service will coincide with those described later under "School Social Work," namely those of doing field service, making home visits and parent contacts, assisting the parents to carry out programs and recommendations for the children, and assisting the teachers with testing and in carrying out recommendations of professional personnel.

However, if additional funds are allocated later in the project year, guidance functions will be added covering a broader area and involving older children in vocational and educational planning. Especially with the educationally deprived is there a need for assistance in realistic planning for a vocation. It is in this area that trained counselors can be of invaluable aid—helping the disadvantaged student in his choice of a vocation and in the preparation for it in high school and beyond.

HEALTH—DENTAL and HEALTH—MEDICAL

Health appraisal and a limited amount of correction is done during the school year. However, this local effort will be supplemented in the areas of dental work, glasses, hearing aids, and minor surgery. For this project the appraisal will be contracted to the local health department. The full burden of the cost of corrective measures will be borne by Title I.

Participants will be selected by observation of the classroom teacher and counselor and by confirmation of prior health records. Those children who are so deprived economically as to be unable to receive attention from other sources will be considered for assistance under Title I.

1109 Children will be appraised and corrective measures taken as needed.

LIBRARY SERVICE

All school libraries will operate on a 12 months basis, with special emphasis upon utilization of these facilities by the community. As discussed previously, the library will serve to complement and supplement the services of other activities in this project and will be the focal point of communicative skills to be enhanced by this program.

1853 Children (educationally deprived) 2 hours per week for 36 weeks and on a voluntary basis for 9 weeks.

PSYCHOLOGICAL SERVICE

Limited psychological services are available to the local administrative unit. These services will be supplemented during the summer session by graduate students in psychology from nearby Western Carolina University. This is a work experience and will be supervised by college personnel. The local unit is responsible only for the expense to the graduate student. Private professionals will be used on a fee basis.

Selected children upon recommendation of teachers and other personnel will have such services.

SCHOOL SOCIAL WORK

Qualified school counselors will work with the readiness program (summer) as social workers, doing field service, home visits, parent contacts, assisting the teachers with testing and in carrying out recommendations of professional personnel.

SPEECH THERAPY

The speech therapist will evaluate language and speech development, begin training where needed, outline programs for teachers, and make referrals to the therapist working during the regular school year. This program is vital for preschoolers as they learn other communication skills.

OTHER—PRESERVICE TRAINING: STAFF, PERSONNEL

This project proposal reflects the joint effort of the regular school staff and the special staff of the 1967 summer project. Continuous orientation is in effect to acquaint new personnel with objectives, procedures, new materials, and equipment. Special emphasis is placed on an understanding of the educationally deprived child and his needs.

HENDERSONVILLE CITY SCHOOLS

Project No. 68-0105

Title
To Further Individualize the Instructional Program to Effect Improved Academic Skills

Project Budget
$49,611

Children in Project and Grade Levels	
374	K-12

ESEA Staff
114

ENGLISH—READING, MATHEMATICS, NATURAL SCIENCE and SOCIAL SCIENCE

We plan to employ four additional teachers to reduce the teaching load and allow more time for individual help for children who need it. Daily individual help will be given in silent and oral reading, using language labs and any technique which facilitates remediation; in arithmetic, with emphasis on concept of numbers and better understanding of arithmetic and its use; and in the natural and social science.

LIBRARY SERVICE

We will employ two aides, one for Hendersonville Junior High School and one for Hendersonville High School, to free the librarians from routine and clerical duties, so that they may give individual attention to deprived children. We hope these children will be motivated to make full use of the library facilities for self-help. The librarians will also have additional time to devote to assisting and encouraging teachers in the use of all library facilities, and especially the wide variety of materials made available by Title I and Title II funds. The librarians will know the children participating in the project and will be expected to give individual special help of whatever nature seems necessary or advisable. This will support the activities in the instructional areas of the project.

Fun with our Friends

Title
Language Arts Improvement Project

Project Budget
$198,077

Children in Project and Grade Levels
1,280 1-12 and ungraded

ESEA Staff
35 (plus 24 whose salaries are not paid by Title I funds)

ENGLISH—READING, SPEECH, and GENERAL ELEMENTARY and SECONDARY EDUCATION

Reading, speech, and general elementary and secondary education have been selected as instructional activities of this project because language arts are of crucial importance to the educational welfare of eligible children.

The eligible schools of Jackson County are trying to build a language arts program which will give each eligible child the basic tools with which he can speak effectively, express his ideas in written form, listen with critical attention, and read for a variety of purposes. Being understood is a need that touches the life of each of us. Because reading is so vital to people, the necessity for important improvement in word recognition and word comprehension is ever present and ever growing.

For reading to be an integral part of a child's life, he must be able to associate words with objects and meanings. Improving his cultural background is one way to increase his understanding of the printed word.

Students have many ways of covering up for their inability to read: by absenteeism, by becoming discipline problems, and by trying to convince themselves that to be a year or more behind in reading doesn't matter. Children with normal ability are often found to be a year or more behind in reading. It is necessary to provide them with material that is of high interest and easy vocabulary.

Equally important is the ability to speak clearly and distinctly. Many of the inadequacies in speech patterns are regional in character. Thus, a speech deficiency may not be easily discernible by the classroom teacher if the deficiency has been commonly accepted in his background and training.

Children who are able to read well and speak accurately can communicate quickly and dramatically with others. This gives them pride in their ability to express their own ideas. One of the major problems in our schools today is the fact that our young people have great difficulty communicating through written and oral expression.

In this way more concentration can be given to the language arts program. A recognized reading specialist will supervise the activities of children in this special program. Therefore, we propose to provide a reading program appropriate to the reading level and mental maturity of each participating child. We propose to provide a developmental program in the areas of speaking, writing, and listening for educationally deprived students in the eligible schools. And, we propose that by using a teacher in a self-contained classroom, the language arts program can be carried out more effectively and these educationally deprived children will have an opportunity to receive more individual instruction due to lower pupil-teacher ratio.

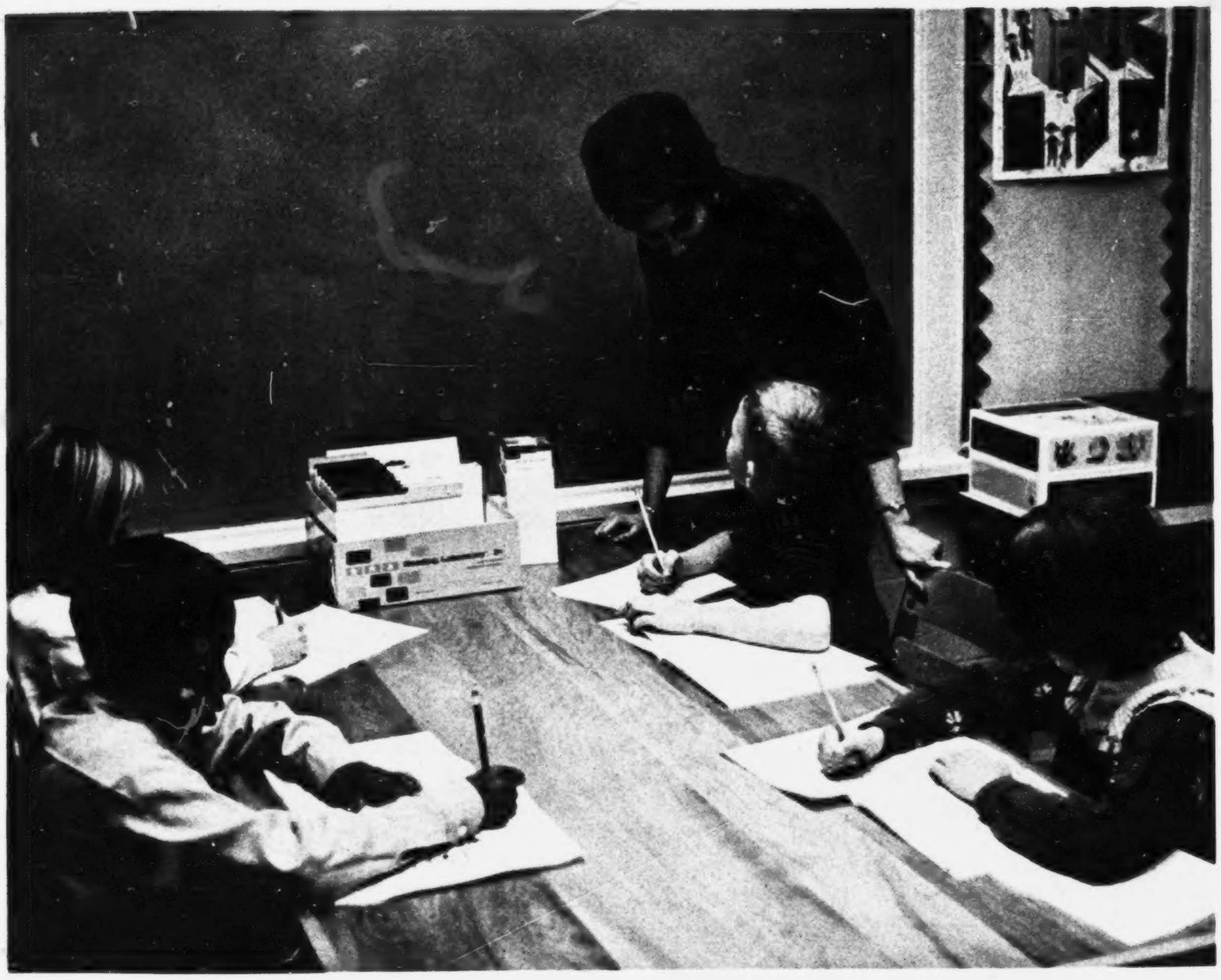
For all instructional activities in this project we propose the addition of 13 teachers, 3 librarians, and 14 aides in the eligible schools. The teachers will endeavor to improve the reading, speaking, listening abilities, writing skills, and to reduce the pupil-teacher ratio. The librarians will offer additional library services in the eligible schools during the day, extended day or on Saturday, if needed. The aides will be employed to relieve teachers of routine duties, to provide individual help to the educationally deprived children, and to assist in other areas.

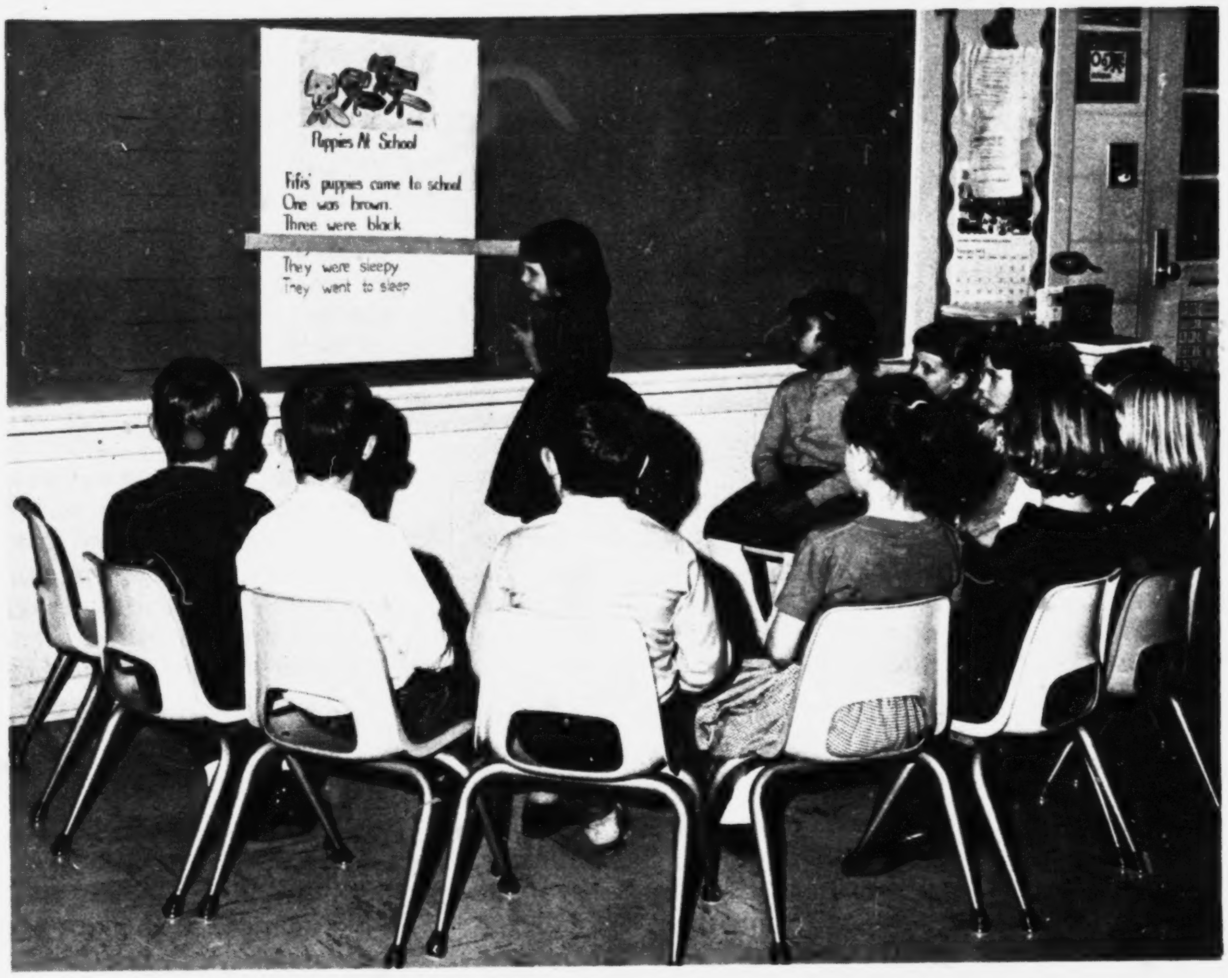
All above mentioned staff will participate in the inservice programs that will be planned under this project. No special services are planned for parents at this time.

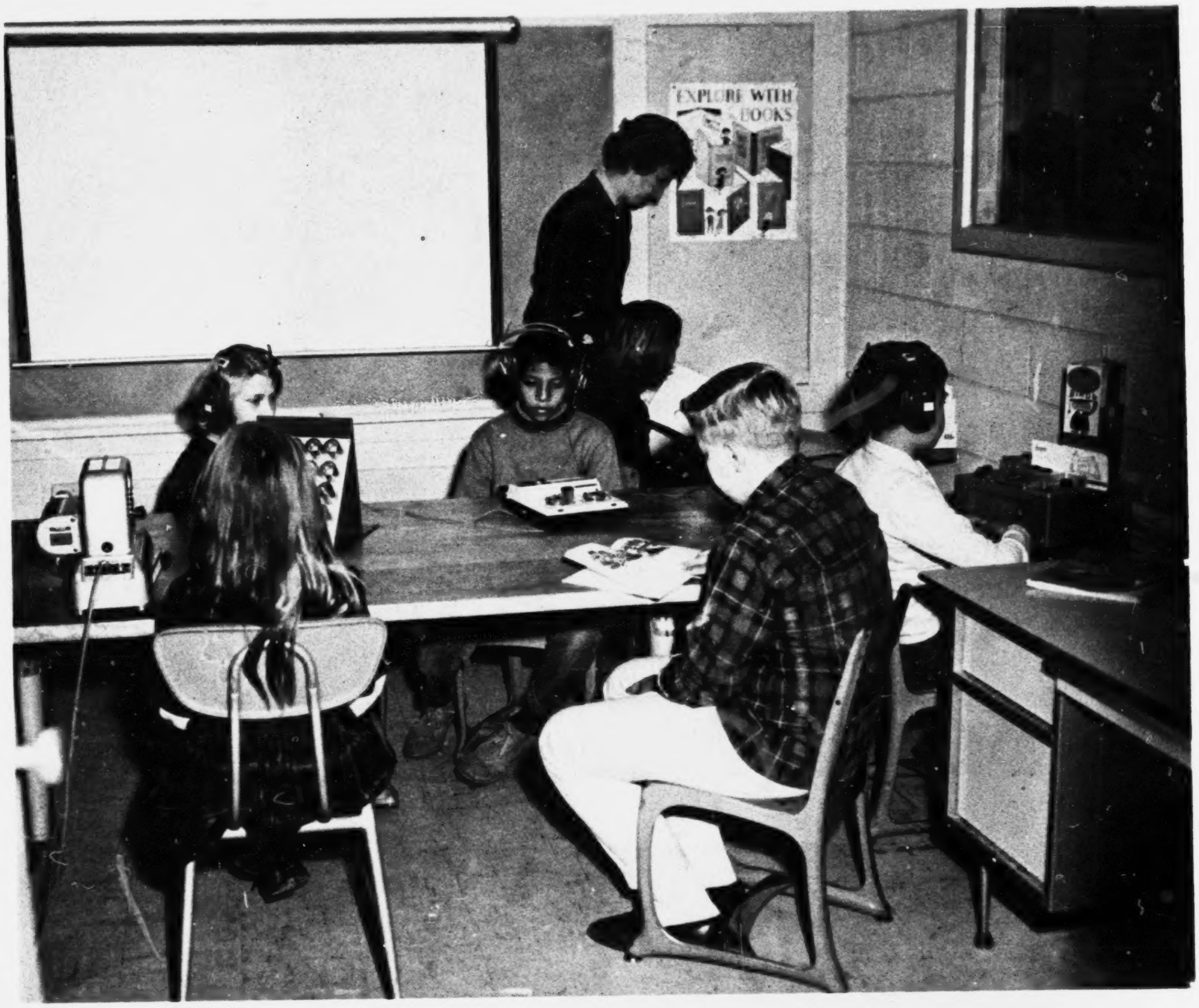
The reading instructional program will be carried out in different ways in the various eligible schools. In one eligible school the special reading teacher will be working with underachieving students as recommended by the English teacher of the preceding year. The number to be assigned to the special reading class will be limited to 12 from each class (9-12). In other eligible schools, the students who are most in need of additional and individual help in the area of language arts will be assigned in groups, by schedule, to the special teacher. A real asset to the Title I instructional program will be the methods and services to be offered by a reading specialist to eligible students in eligible schools.

The following appropriate methods could be used:

- By keeping groups as small as possible to allow individual instruction
- By the Tachist-o-flash to develop skills in attention, following directions, phrase reading, and comprehension
- By the use of Pilot Libraries to motivate reading for pleasure
- By the use of the controlled reader to develop comprehension and speed
- By intensive use of the library to motivate pupils in reading for information and for pleasure
- By presenting the opportunity to do creative writing
- By the teacher's constant attention to student's language usage
- By the use of choral reading to develop oral reading, expression, cooperation, projection of voice and enunciation, and participation
- By providing a reading table to create interest in books
- By the use of instructional records such as phonics, etc.
- By the use of tape recorder and earphones to stimulate listening skills
- By providing a reading program appropriate to child's reading level
- By organizing workshops, seminars and inservice training programs.




Puppies At School
Fifis' puppies came to school.
One was brown.
Three were black.
They were sleepy.
They went to sleep.



MUSIC and ART

Educationally deprived children, as well as other children, need some time to relax. Becoming involved in and listening to music is a universal way.

A child who sits quietly and listens to music has fortified himself for work in other areas of learning. Educationally deprived children who find themselves behind in other subject areas can come forth in the area of music if they have the opportunity. This outward expression gives the educationally deprived child a needed sense of satisfaction and may be a decisive factor in whether he remains in school or becomes a dropout.

The various media of art can help a child feel that he is a valuable contributor to the daily classroom activities. There are many children who have not found a way to overcome their lack of achievement. Art participation may help them to become more confident of their ability. Educationally deprived children need some area in which they can excel. In the field of art many underachievers find the needed opportunity. This is so necessary in building the right attitude toward school and education.

Cultural activities are learning activities through which children can express their thoughts and feeling in their own individual ways, creatively. These learnings help them to make aesthetically sound selections.

Through art and music children are able to understand the customs and ideas of other countries and their people. Through music and art they may become inquisitive concerning geographical and social aspects of other nations.

Therefore, we propose that the educationally deprived children be taught art appreciation through story illustrations, showing of fine art works, and individual activity participation. No extra staff members will be involved in this activity. The regular teachers and the additional teachers with the help of teacher aides who are talented in the field of art will work with all art media available in an effort to stimulate the child so he can see himself as a worthwhile individual.

Also, we propose to offer instruction in instrumental music. There are a number of students eligible under Title I who want music. In order to give them this opportunity to participate in music, art, and cultural advantages, an instructor must be paid by Title I funds. This opportunity has been greatly limited but through Title I it can be widened.

This phase of our project will be complemented by the proposed Operational Grant under Title III—Cultural Program for the Mountain Area of North Carolina. A rich selection of resource material in art, prints, films, filmstrips and slides, and of recordings and illustrative materials will be furnished by this program.

SERVICES (Clothing, Food, Dental, Medical, Psychological, School Social Work, Speech Therapy)

A child in need of any of these services cannot perform to his fullest potential. When considering any program to raise the educational opportunity and achievement level for the "educationally deprived child," we must look at the whole learning process and not just the instructional program we hope to improve and maintain. It would be presumptuous to consider an instructional program separate and apart from the environmental aspect of the home. For the desired learning and achievement to be realized, we must consider basic necessities needed by all children to perform on the level at which they are capable of performing.

This group of related services will help to eliminate barriers detrimental to the growth and total development of the educationally deprived child. Therefore, we propose to offer assistance to eligible children in the areas of clothing, food, dental, medical, and psychological services.

Involved in these services will be the ESEA nurse, social worker, speech therapist, and reading specialist. Also, of vital importance will be the principal and entire staff of each eligible school. Their knowledge of the children (and their families) needing these services will help make efficient the realization of the whole concept of social services.

We propose to provide free lunches to the economically deprived children. The schools have attempted to help in providing food to those needing this service; yet they are limited to the extent that they can perform this service. The lunches offered by ESEA will be a supplement to the number of free lunches already available.

Clothing is a service which must be made available to help the educationally deprived child. In many cases, these children do have clothing but they do not

have the proper clothing—especially in terms of warm clothing needed for the severe winter weather. Lack of proper clothing also affects the child's attitude toward school; often leads to absenteeism, lack of achievement, and possibly dropping out. We propose to provide clothing where needed as a supplement to other available sources.

Medical and dental services are needed to promote our overall objective, as health is an important factor in achievement. The available funds from the local and state governments are not sufficient to supply these services to all who need them. We propose to provide these services to alleviate present conditions and prevent future ones.

In addition, psychological services will be made available to the eligible children. If the services of the Evaluation Clinic at Western Carolina University are needed, arrangements will be made in an effort to eliminate any emotional or mental problems. We propose through this service to meet the needs of the underachieving child so that he will have the opportunity to improve in his personal and social development to the extent that he will be better adjusted to home, school, and community living.

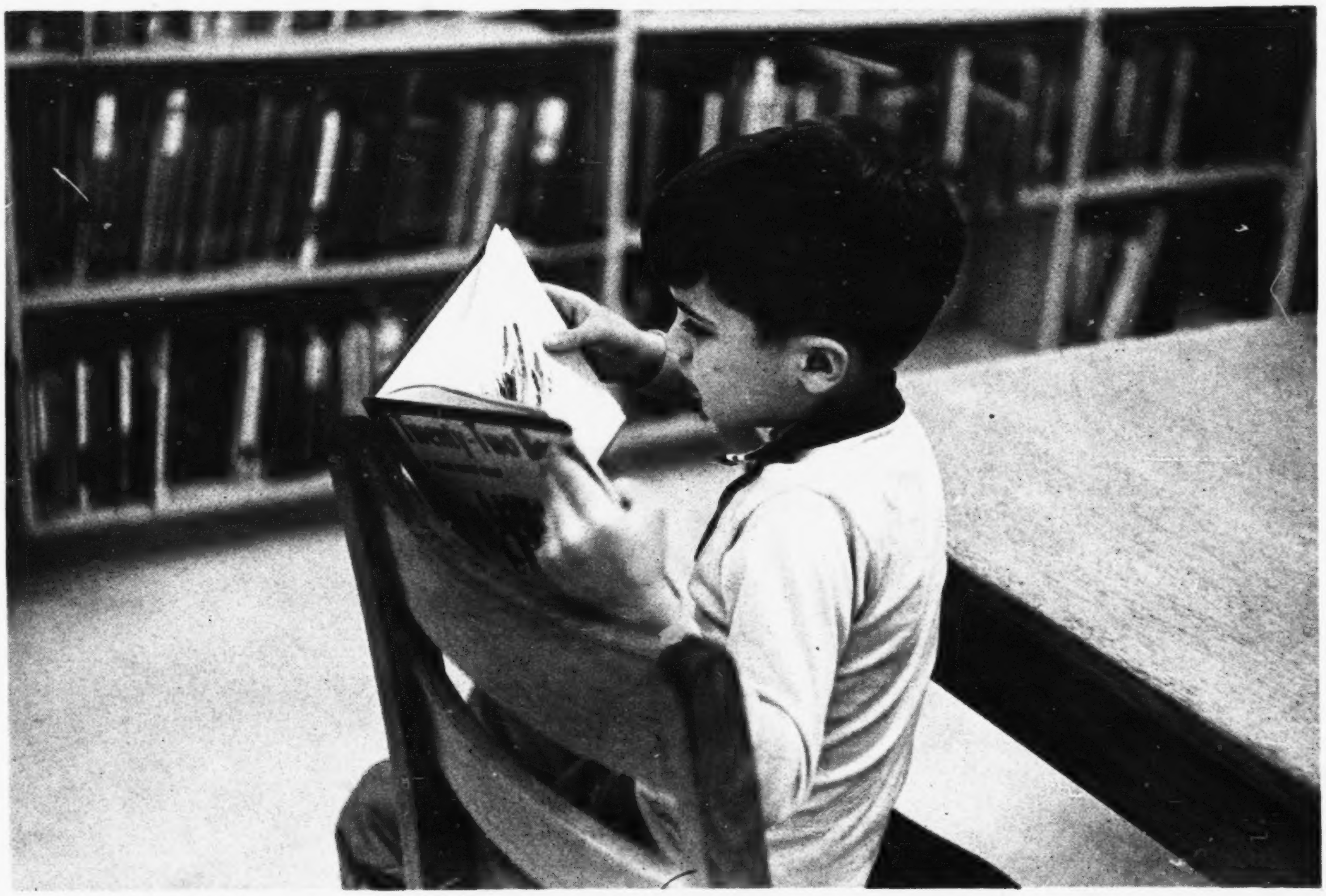
In designing this project to meet the needs of the underachieving child, we propose the employment of a school-home visitor. The home-visitor will help to overcome the handicaps of the educationally deprived child by noting potential problems, by assisting in deciding who will provide the financial support, by counseling with students and parents, and by working with the teachers toward a better understanding of the students. Improvement in home-school relationships is anticipated to the extent that parents and teachers come to a mutual understanding in their efforts to help the child.

Another area in which services will be offered will be speech improvement. We propose to employ a speech therapist. It is very important that a child speak clearly and distinctly. The speech therapist will not only work with the educationally deprived having a speech defect; but will also work with those having speech problems of any nature. Many of the inadequacies in speech patterns are regional in character.

LIBRARY SERVICE

The children in our county are missing a great educational opportunity by not having full-time library service in the schools and in the community. A full-time library program in the eligible schools would help develop in a child the desire to learn, read, and study. As many of our students' attitudes are carryovers from their families, the expansion of library services into the community would increase the effectiveness of a concentrated library program.

We propose to employ three librarians in order to



expand library services to the educationally deprived children. These librarians are needed for the purpose of making the many materials purchased through Title I funds readily available to these educationally deprived children. These librarians, as well as aides, will work with teachers in making these materials available to the educationally deprived children. They will also work with small groups of educationally deprived children in the utilization of library equipment and materials.

Aides will also be used in schools needing additional library services. These additional persons will increase the opportunities of these children to the extent that they will take advantage of the library service, books, and materials and will be encouraged to use additional sources of information. The librarians will assist in other reading activities such as book clubs, story hours, and instructional periods.

Instruction in the arrangement of library equipment and materials, the types of materials provided by the library, regulations in the use of the library, the Dewey Decimal System, the use of the card catalog, the unabridged dictionary, the vertical file, and various encyclopedias and special reference books will be offered to these students by the additional personnel.

McDOWELL COUNTY BOARD OF EDUCATION — *Project No. 68-0055*

Title

Developmental Reading

Project Budget

$89,143

Children in Project and Grade Levels

490 1-9

ESEA Staff

37 (plus 96 whose salaries are not paid by Title I funds)

ENGLISH—READING

We propose to provide 34 teacher aides. The responsibility of each aide will be to relieve three teachers of their clerical and mechanical tasks. This will free the teacher so she will have more time for individual reading instruction.

The teacher aide will be prepared, in an inservice program, to work with individual children, using the equipment and materials provided by Title I.

We propose to provide an instructional media specialist. His responsibility will be to maintain an adequate supply of materials and equipment and instruct personnel in the use of equipment and materials. He will also be responsible for research in the area of innovative media.

We propose to provide a project director. He will be responsible for administering the project. Another responsibility of the director will be to compile the massive data collected on each child participating in the summer Title I program. He will research and document the success and/or failure of each phase or activity in the preceding and present programs.

We propose to provide a project secretary who will be responsible for secretarial, clerical and bookkeeping activities for the program.

Through ESEA Title I projects we have already purchased and will use in this project, SRA Reading Laboratories, Craig Readers, high-interest low-level reading materials, reading films and filmstrips. With the funds requested in this project, we propose to purchase more SRA materials and other instructional materials as needed.

The specific approach to the instruction in this program is the use of aides to relieve the teacher of certain duties so she can provide specialized reading instruction to students identified as eligible for this activity. These students were identified by a standardized test in April, 1967.

MARION CITY SCHOOLS — *Project No. 68-0091*

Title

Enrichment for the Educationally Disadvantaged

Project Budget

$47,304

Children in Project and Grade Levels

440 1-12

ESEA Staff

15 (plus 3½ whose salaries are not paid by Title I funds and 10 unpaid volunteers)

ART

An art teacher will be employed to work on an equitable basis in the qualifying schools. We propose to furnish the necessary supplies and equipment to offer an adequate program. The instructor will also work in an advisory capacity with teachers.

We propose to share some of the art work during an Art Emphasis Week with open house for parents and friends.

ENGLISH—READING

We propose to place special emphasis on reading and furnish the necessary supplies and equipment to meet more individual needs. Extra textbooks, library books, periodicals necessary to instruction, newspapers, audiovisual materials, and other multisensory materials will be purchased and used.

A librarian will be employed to work in qualifying Title I schools with pupils, aides, and teachers. This instructor will work with the State allotted librarian and will apportion her time among the qualifying schools.

An audiovisual instructional materials coordinator will be employed to work in the selecting, ordering, receiving, and distributing of library books, audiovisual and instructional materials and equipment; in an advisory capacity for the instructional program; to help with students where teachers feel help is needed, and, in general, to coordinate the program.

Students from economically and educationally deprived families will be able to take their place academically along with all other students as a result of library orientation classes, special emphasis on reading in classroom instruction, and through the use of audiovisual and other instructional materials.

Multi-ethnic books will be used. Literature, the gift of many races, will be studied.

MUSIC

A music teacher will be employed to work on an equitable basis among the qualifying schools. Music for recreation, music for special days, music related to the curriculum will be stressed. Band, chorus, and orchestra will be offered on the junior-senior high school levels. With music emphasis in the elementary grades, children from economically deprived families will be more capable of taking their places in these programs.

Ten parents will assist in setting up the stage for concerts, and in providing transportation.

OTHER—LIBRARY and TEACHER AIDES

Ten aides will work under the supervision of the Title I librarian, the two State allotted librarians, and the classroom teachers. This service will insure a more profitable use of time.

Ten volunteer aides will also be available to help in the schools.

MACON COUNTY BOARD OF EDUCATION

Project No. 68-0088

Title
Reading Improvement

Project Budget
$210,003

Children in Project and Grade Levels

984	1-12

ESEA Staff
43 (plus 115 whose salaries are not paid by Title I funds)

ENGLISH—READING

This is the major activity of the project. The number of students for this activity has been determined by actual count, largely from the results of standardized tests.

Teachers and aides will be allotted to each eligible school. In each eligible school the allotted teacher will work with small groups and coordinate the effort of other teachers to see that all educationally deprived children get special instruction.

The instructional supervisor will advise in the use of SRA and other special reading helps to assure progress.

The librarian allotted to eligible schools will work with the Title I teachers and others to assure that proper materials are placed in the hands of children.

The audiovisual and materials person will provide equipment and materials to meet the needs of deprived children and work closely with these teachers in providing instruction.

The school term will begin September 1 and continue through June 2, 1968. If funds are provided, and the need is urgent, it is expected that a group of deprived pupils will attend a summer session. *No funds are presently provided in this budget for a summer session.*

MUSIC

There is a definite need for developing self-image among eligible children in the eligible schools of Macon County. Previous experience has shown that music is an effective means of accomplishing this and of helping to build school morale for better school work in all fields. Students in this school system have few opportunities to view or participate in any activities that encourage them to higher achievement or participation in community activities.

It is proposed that a music teacher, a band director and a pianist be employed to teach eligible children music, group singing, plays, operettas and band in eligible schools.

The music teacher is a Negro of ability—not only in teaching music but teaching pupils to work together and to sing together. He teaches pupils as pupils— white and Negro together without discrimination.

The teacher of band and the pianist are well trained and are very successful teachers.

An individual check sheet will be kept for each participating child. This sheet was used last year and proved to be very effective. Experience during FY 67 reemphasized the value of this activity and after a good beginning it is expected that advanced work will be achieved and the project really come into fruition.

Parents will be invited to sing in groups; and if this part of the activity becomes of more interest, plans will be made to further their participation. They will be invited as spectators and then as participators if encouraging response is gotten. The number to participate will depend on interest shown. This is exploratory.

HEALTH—PHYSICAL EDUCATION

It has been found that many children are deficient in health and physical education. This has been apparent in the young men called up by Selective Service. It is thought advisable to give all children a physical examination and conduct medical and physical services in a manner that is expected to be helpful. The North Carolina Physical Fitness Tests will also be given. Softball, volleyball, games of play, and various physical exercises appropriate to each age group will be part of the physical education program. Helps and recommendations of the Physical Education Department of the North Carolina Department of Public Instruction will be followed.

CLOTHING SERVICE

Funds budgeted in this item will be used to supplement funds from other service organizations. The attendance officer will study conditions and needs of pupils who have inadequate clothing. If these needs cannot be met by the Welfare Department or funds from other organizations, he will make recommendation for purchases under Title I.

No particular school facilities will be used except offices for conferences, "clothes closet," showers and dressing rooms, where needed. No needed facility will be excluded.

FOOD SERVICE

This service will be conducted in all eligible schools and it is estimated that approximately 400 children will participate, based on FY 67.

The main objective is to feed hungry children in order that their health may be improved and they can better benefit by the teaching done in the schools.

HEALTH—DENTAL

This service will be provided for public school children enrolled in eligible schools. Approximately 160 students will be involved. The first grade will be provided from Headstart funds.

At the time of the physical examination the condition of the student's teeth and mouth will be noted. The public health nurse will make recommendations for what needs to be done. After other funds have been used, Title I funds will be used in eligible cases to the extent of the budget.

Parents will be asked to accompany the child to the dentist. All dental work will be done in accordance with North Carolina law which requires parental consent on a signed card before the work can be done.

HEALTH—MEDICAL

The service will be provided for public school children enrolled in eligible public schools. It is anticipated that this project will serve 984 pupils. Children enrolled in first grade will be provided these services by the use of Headstart funds already budgeted.

The public health nurse and a licensed physician will give all eligible students a physical examination, vaccinations, etc., following the health card provided for public schools in North Carolina. Title I funds will provide the services of the physician for the deprived children and follow-up on emergency cases to the extent of the budget.

Parents will participate in conferences when their children are concerned. Before any medical service can be provided the parent must be contacted, the case discussed, reasons given for the service, and written consent for it given by the parent.

LIBRARY SERVICE

This service is planned in all eligible schools with Title I funds and personnel. Additional library books with supplies will be purchased. A librarian, provided to work with eligible children, will be assisted in clerical work by an aide. Due to the location of the library, the nature of the service, and the use of Title II and other funds, the use of the library cannot be limited to eligible Title I students. However, special assistance will be given to Title I students and books will be supplied in accordance with their teachers' recommendations.

Overhead projectors will be distributed through the libraries and each will be provided with a Photo Printer for duplication and production of transparencies. It is not expected that the central audiovisual department will be able to serve all schools for all production. However, the instructor will be available to teach production and usage of all audiovisual materials and equipment.

Children enrolled in the mentally retarded group, and those with speech defects, will be served in and by the libraries the same as other children.

Three teachers for mentally retarded children and one for children who are speech impaired are employed by the local educational agency with funds from sources other than Title I. During FY 67 a mobile unit was purchased and equipped using Title I funds, to serve in eligible schools on the basis of two periods per week in each eligible school. This proved very effective and will be expanded. Since the salary of the teacher and the expense of operation will be paid from other funds by the local educational agency this is not being listed as an activity of Title I for FY 68 even though it has proved to be very valuable.

Appropriate library and other books will be on the mobile unit for use at any time.

NOTE: Special Activities For Handicapped Children

There will be 42 mentally retarded and 80 speech impaired children taught by four teachers whose salaries will be paid from funds other than Title I.

This information is given to show our awareness of this need which is being met from other funds.

INSERVICE TRAINING

Western Carolina College will conduct workshop sessions primarily in how to deal with deprived children, how they respond, etc. Then group meetings will be held with local staff members to create interest and set up schedules. Staff sessions will be held to plan continuity and content.

MADISON COUNTY BOARD OF EDUCATION

Project No. 68-0093

Title

Upgrade Reading, and Upgrade Business Education

Project Budget

$284,606

Children in Project and Grade Levels

2,084	1-12

ESEA Staff

54

BUSINESS EDUCATION

We plan to supplement the business education department of each of the five high schools with a full-time business education teacher. Additional equipment will also be provided as well as audiovisual materials.

The business education supervisor will conduct a workshop for the teachers in business education to make available information and techniques required for successful teaching in the local schools. The workshop will consist of one week for four hours each day. Developments and accomplishments in the business education program will be publicized through the local news media.

ENGLISH—READING

Special small classes will be taught by trained personnel to improve the reading skills of deprived children.

To provide motivation in reading, the Hoffman and T-matic Readers will be provided in each school. This will give a greater variety of instruction in the remedial reading classes.

All of the remedial reading teachers and aides will participate in a workshop in reading conducted by Appalachian State University. The workshop will consist of meetings, three hours each day for two weeks. Developments and accomplishments in the remedial reading program will be publicized through the local news media.

CLOTHING SERVICE

Adequate clothing for attending school is provided for eligible children.

The children who receive clothing are selected by the ESEA social worker. Selection is made on the basis of notification by principals or teachers, requests from parents, and home visits.

FOOD SERVICE

The ESEA lunch supervisor counsels lunchroom personnel on marketing, planning of menus, and preparation of meals. In addition, free lunches are provided for deprived children who are in need.

All of the deprived children in all of the schools benefit from the general food program. The children who are to receive free lunches are selected by the principals on the basis of recommendations by teachers and, at times, the advice of the ESEA social worker.

GUIDANCE SERVICE

A guidance supervisor will be employed to coordinate and upgrade the guidance program in the schools by giving direction to the classroom teachers assigned to counseling, assisting the principals so involved, and doing guidance counseling in each of the schools on designated days.

The students may be referred by their classroom teachers, or the principal; parents may refer their child for guidance; or the student can ask for help with any problems he has without any referral. Some students will be selected for group guidance if their problems are similar and appropriate to this approach.

The objectives of this program are to reduce the dropout rate and to increase the number of graduates who continue their formal education beyond high school.

HEALTH—DENTAL and HEALTH—MEDICAL

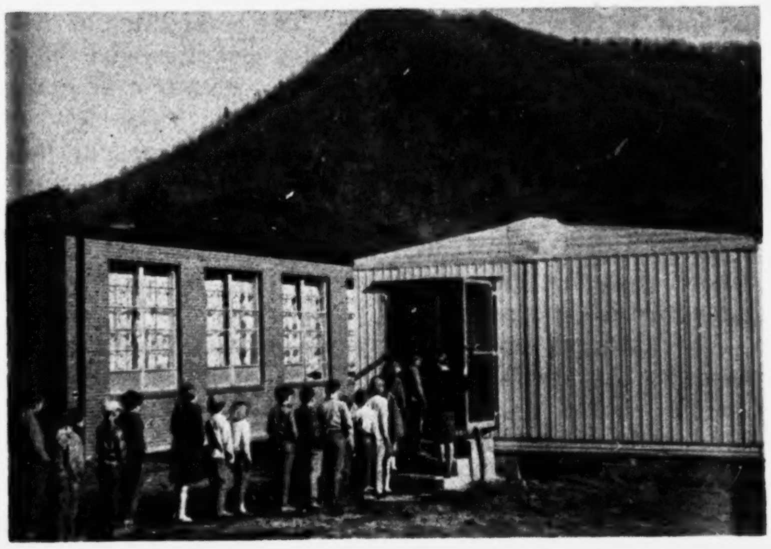
A registered nurse and two nurses aides will be employed to check children for dental and medical defects and problems. Each deprived child will receive tuberculin test, hemoglobin test, urinalysis, and eye test.

The children who participate in the program are selected by the ESEA nurse.

The objective of this activity is to correct dental and medical defects and problems of deprived children in order to improve their school attendance and to enable them to learn more effectively.

LIBRARY SERVICE

Under the direction of a library supervisor, books are purchased for all 13 school libraries and processed at a central processing center staffed by four processing aides. Library aides are provided to operate all 13 libraries full-time during school hours. At the central processing center which has been established,



all audiovisual materials and equipment will also be processed.

In correlation with a Title II grant, which has already been received, two rooms in the Walnut Elementary School will be renovated for a Madison County Unit Center Library. This unit center will be a professional library as well as a county-wide audiovisual center. Cultural enrichment materials will also be held in this center. The center will be operated by a central library aide, and an audiovisual assistant. This audiovisual assistant will be responsible for all repair to 16mm films in the unit center and will be responsible for delivery of materials from the unit center to each of the eight schools.

SCHOOL SOCIAL WORK

A social worker and a social worker aide will attempt to deal with home problems which might have a negative effect upon school experience of deprived children. The children are selected by the ESEA social worker.

MITCHELL COUNTY BOARD OF EDUCATION

Project No. 68-0015

Title
Operation Breakthrough

Project Budget
$161,611

Children in Project and Grade Levels
1,098 — 1-12 and ungraded

ESEA Staff
45 (plus 15 unpaid volunteers)

CULTURAL ENRICHMENT

Mitchell County is rather isolated from the mainstream of American culture. The majority of the children within the project have not traveled more than a 100 mile radius from their homes and many have not traveled out of the county. Very few of them have visited a large city, ridden a train or bus, visited a zoo or museum, or seen a literary performance of any kind. The program is designed to bring some of these experiences to students through visitations, resource people, books, filmstrips, and other teaching materials.

The cultural enrichment program will be strengthened by the service of five ESEA adies. The cost of teacher aides assigned to this component will be $10,092.60. The aides will be used to help the deprived children in the following ways:

- In supervision of children on field trips; making routine preparation for trips; taking care of certain research to prepare the children for the trip
- In releasing the teacher from many routine jobs, thus giving her more time to devote to the students in the enrichment program
- In the operation of audiovisual equipment and processing materials
- In clerical work which will be an essential part of the cultural enrichment program
- In bringing to the children a wider background in literature by reading aloud and story telling
- In helping children and teachers in making projects for demonstrations (drama, puppets, and the like)
- In teaching handicrafts and their part in our American culture
- In training children in the appreciation of beauty; in decoration and housekeeping in the classroom
- In a follow-up of the music program, direction of games, etc. on days the music teacher is working in another school.

The cultural enrichment component of the project also includes one music teacher. She will serve two elementary schools: Buladean and Tipton Hill. In this section of the county (Northwestern one-third) a largely rural type of living prevails. As a result of the lack of economic opportunity, the poverty rate is pretty high in this area.

We have never been able to offer the students in these two schools very much in music, either in training or appreciation. Last year a music teacher, working on an itinerant basis in the two schools, brought to these educationally deprived children insights into the world of music that they had never had before. These children have enjoyed this opportunity for expression. We believe it has brought about more interest in general education and has kept the children in school.

The activities of the teacher will be as follows:

- AT TIPTON HILL—offer instruction in public school music, grades 1-8, for 3 days per week

- **AT BULADEAN—public school music will be offered 2 days per week.**
- **FOR STUDENTS WHO SHOW UNUSUAL PROMISE OR INTEREST, expanded courses and opportunities will be explored and developed.**

ENGLISH—READING

The main emphasis of the proposed program is in the area of language arts. The project provides for a continuation of the 1966-67 program. It provides for an expansion of the language arts program so that all children will have additional experiences in the academic areas of reading, language, spelling, listening. Emphasis will be placed on improving the basic skills grades 1-12. A developmental program has been outlined, taking into regard weaknesses of the present program as indicated by diagnostic tests. The project promotes increased liaison between home and school with a better understanding, on the part of parents, of the school program. The project provides for a remedial language arts program that will affect all qualifying students who need such help. The language arts program provides materials of high interest and provisions for presenting it in a manner acceptable to children of various abilities. The project proposes to develop skills through phonics, prefixes, roots and word endings. It places emphasis on learning new words, developing skills, and finding sources of information.

The reading program provides for activities which will develop a love for reading which will last beyond school days and reach out to the family of non-school members.

The project encourages students to read freely and to read a wide variety of books. This will improve literary standards and develop wholesome reading habits. Activities are promoted which will help the student to:

- **Distinguish fact from fiction**
- **Form own opinion**
- **Read critically**
- **Recognize author's viewpoint, purpose and prejudices**
- **Scan and skim material**

Activities are promoted which will help to develop the children's speaking and listening skills by:

- **Engaging in discussions**
- **Answering questions and making observations**
- **Making comparisons—likes and dislikes**
- **Examining a variety of books and materials**
- **Reacting to stories, poems, songs**
- **Being encouraged in self-expression**

Two additional reading and language arts teachers have been provided. It is the duty of these teachers to develop basic skills in reading, language arts, and other communication skills which will create the best possible environment and aid in correcting educational deprivation. These teachers have been assigned to Harris Elementary School, grades 1-4, and Bowman School, grades 1-9.

Twenty-five teacher aides are to be used in the English—reading component of the proposed project. They are to assist the eligible children in the following ways:

- **Give individualized help with slow children**
- **Arrange and prepare audiovisual supplies**
- **Check pupil's work, keep records, and record grades**
- **Read to groups of children**
- **Listen to individuals and small groups of deprived children**
- **Help with research and assist in preparation of written and oral English**
- **Set the stage for learning so the class can move forward without interruption.**

HEALTH and PHYSICAL EDUCATION

Unhealthy, lifeless children can not be expected to make very much progress in the academic area. Many of the eligible ESEA children have never participated in any form of organized physical education. Many of the children have poor posture, slow and lifeless movements, sagging muscles, poor coordination and, in general, poor health habits. A sound health and physical educational program is needed to correct this deficiency in our educational system and to eliminate poor health habits as a deterrent to educational achievement.

It is proposed that all eligible children will have an opportunity for such a program.

Five teacher aides have been allotted to assist the regular teachers in the physical education program. The teacher aides will:

- **Assist in physical activities which will improve the physical health of the children**
- **Assist in physical activities for improving the children's emotional and social stability**
- **Assist in physical activities which will interest and hold potential dropouts in school**
- **Assist in physical activities which will improve the children's self-image**
- **Assist in physical activities which will raise the aspirational level of children**
- **Assist in physical activities which will improve classroom performance.**

VOCATIONAL EDUCATION

Last year, on an experimental basis, we had a functional carpentry and woodworking course to see if such an activity would have any effect on holding in school high school boys who were potential dropouts. Enrolled in this class were 16 boys who had all the symptoms of dropping from school. The boys so enrolled were doing poorly in their regular academic courses; part of them were non-readers.

The results of this work were gratifying. Not a single boy so enrolled dropped from school. Most of them made objects and articles of furniture in which they took great pride carrying them to their homes and showing them to their friends.

This program is not competitive with any State or federally supported program of vocational education in that this is aimed directly and specifically at the educationally deprived student who is a potential dropout. No academic standards are set up for admittance.

We propose to expand this program next year to take in another eligible high school, Harris High

School, and to continue the present program at Bowman High School. (Tipton Hill and Bowman High Schools are to be consolidated on the Bowman site, effective at the beginning of the 1967-68 school term.)

We propose to use practical carpenters as instructors for these courses, and to pay them the prevailing carpentry wage of $2.50 per hour, 6 hours per day, 5 days per week.

CLOTHING and EYE GLASSES

The lack of proper clothing and the need for eye glasses contribute to a student's inability to learn and to his poor health. In this project $2,000 has been set aside to provide this service for ESEA eligible children.

A very close contact will be maintained with the Welfare Department in locating the children eligible for this assistance.

FOOD SERVICE

Lack of proper nutrition contributes to inability to learn. The food service component of the project proposes to help eliminate this handicap by providing nutritious lunches and, if needed, breakfast to eligible ESEA children.

GUIDANCE SERVICE

The counseling and guidance program is an extension of that which is provided with State funds. From State funds we have provided one well-trained guidance counselor who will have the unit-wide responsibility of overseeing all the work done in the counseling and guidance areas as well as being directly responsible for all the guidance services in one of the large high schools. She will be assisted by a guidance counselor, paid from ESEA funds, who has the Master's Degree in the subject area. This person will be assigned a full-time high school guidance program. She will also be assisted by a guidance counselor, paid from ESEA funds, who holds the Master's Degree in training in the subject area. This person will be assigned to work on an itinerant basis with eligible elementary students in the elementary schools. (Provision has been made for travel expense under Title I project.)

The unit-wide guidance director, paid from State funds, will have her term of employment extended for two weeks so that she can take care of the early spring guidance duties that have heretofore been somewhat neglected.

This is essentially a continuation of the guidance program carried on in the unit schools during the 1966-67 school term. Last year's success in this program is evidenced by the lessening number of high school dropouts; the increased interest and enrollment of educationally deprived high school graduates in the state supported vocational schools; the increased support and involvement of parents, from low economic status, in the schools and the opportunities that they present; and the better understanding and relationship between school staff and student bodies generally.

HEALTH—DENTAL

The deprived children in Mitchell County suffer more from lack of dental care than any other physical handicap. In 1966-67 school term we sent to private dentists as many as we could afford using ESEA funds, plus school health funds, welfare and private donations. It was not enough. Too many children are losing teeth and having toothaches which cause poor health and poor school attendance.

We have included $4,000 in the 1967-68 ESEA project to pay a half-time dentist. This has come about as a long range plan.

Working closely with OEO, WAMY Community Action and State Board of Health, we are now able to secure half-time services (six months) of a dentist. Avery, a neighboring County, will have his services six months. He will use portable equipment, on loan from the State Board of Health, and travel from school to school, as scheduled by school officials. He is to work 4½ months, September through half of January, in Avery County; then move to Mitchell County for six months, the latter half of January, February, March, April, May, June and first half of July. He will then go back to Avery County for 1½ months.

The dentist will examine 1,093 eligible children in Mitchell County and take care of fillings, extractions, etc., as needed. He will spend a great deal of his time in *dental education* so that there will be a more uniform dental health program in the county.

As groundwork for the dentist, the State Board of Health will have a dental care workshop on August 21 for all teachers, teacher aides, and other school personnel. Also Crest Company has donated several dental kits for needy children in the county.

HEALTH—MEDICAL

Lack of proper medical service contributes to a child's inability to learn. In many instances tonsilectomies and various other surgical and medical attentions are needed because they are barriers to academic achievement. Care is exercised in seeing that only deprived children are so treated. A good working relationship exists with local physicians and hospitals for these services. The schools have been able to secure special rates considerably lower than regular rates for these services.

OTHER—IMPROVEMENT TO SITE (GOUGE SCHOOL)

It is proposed that a play area 240′ x 120′ be hard surfaced at Gouge Elementary School to provide physical activity space for two or more groups of children at a time. There is no gymnasium, auditorium, or other indoor play space at this school. It is too distant from any other school for its children to walk back and forth (more than ½ mile). At the school there is a level playground area highly adaptable to this sort of development.

With the present condition of the terrain surrounding the school, and considering climatic conditions of this area, little or no outdoor physical education activities are possible during the winter months. The construction of the proposed playground area would correct this condition.

OTHER—MAINTENANCE PERSONNEL

The use of one man is contemplated for this service. We feel that the overall prospect of services for Title I, ESEA will be enhanced if we are permitted to use this man. Mitchell County is an extremely poor county, and our school budget does not permit an expansion of our present locally paid maintenance force (one man). Any additional maintenance work that will be required as a result of the operation of the ESEA program will of necessity have to be borne from ESEA funds.

It is not our intention or purpose to use the time of this man for regular school maintenance duties, but rather to use him only for the performance of such duties as may be incurred or grow out of the operation of the ESEA programs.

Specific duties or tasks that will be performed are:

- **The building of shelving spaces in eligible school libraries and classrooms (all are eligible)**
- **The making of art and painting cabinets for the use of eligible students in primary school departments**
- **The preparation of additional spaces in existing buildings for instructional language arts programs**
- **The preparation of storage spaces for ESEA purchased equipment**
- **The driving of the school lunchroom truck in the hauling and distribution of lunchroom commodities from UDSA Surplus Food Depots to eligible schools. Hitherto this expense has been borne by each school lunchroom. To have this done, using a school-owned truck, will enable each school lunchroom to effect a saving, thereby permitting an increase in the number of eligible children who may be given lunches free or at reduced prices.**
- **The adaptation and maintenance of playground space for eligible ESEA children.**

POLK COUNTY BOARD OF EDUCATION

Project No. 68-0113

Title
Development of Communication Skills

Project Budget
$91,972

Children in Project and Grade Levels
735 1-12

ESEA Staff
16 (plus 5 whose salaries are not paid by Title I funds)

ART

Two part-time art teachers will be employed to work in our schools. They do not wish to teach full-time, because they want some time to devote to their own professional work. We feel that through this medium children may be reached and show a capacity that is never touched in the regular academic classes. We plan for each child to have at least one hour of instruction per week. The children will learn to sketch, use chalk, and do some work with brushes. Their success in this field in 1967 amazed us. Some of their work will be on display this summer at Thermal Belt Telephone Company in Tryon, North Carolina.

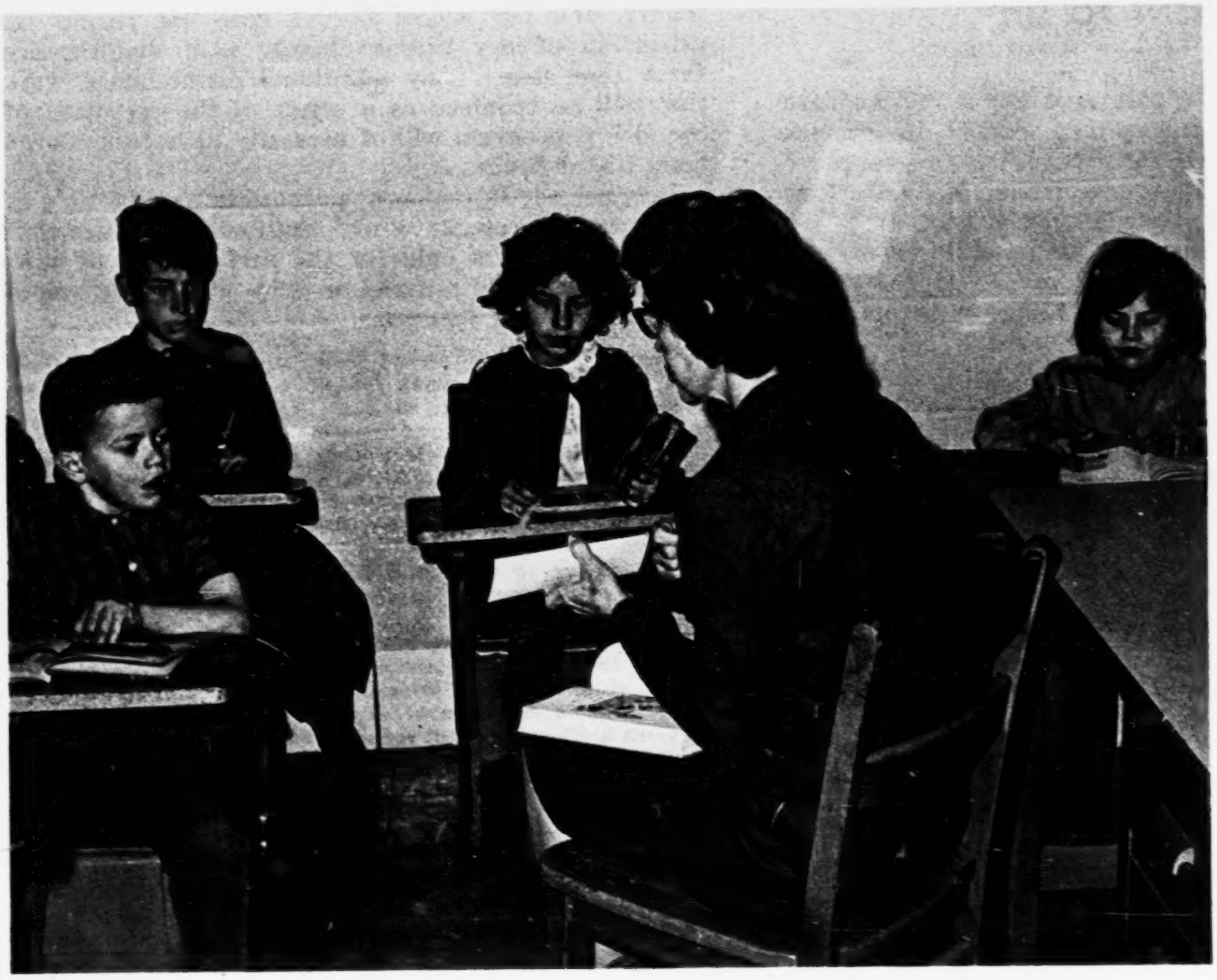
CULTURAL ENRICHMENT (and TRANSPORTATION)

It has been estimated by some that, when compared with children of other areas, 95% of our children are culturally deprived. We propose to do something about this through our whole project. Art, music, audio-visual materials, and trips will be part of the attack. Also, we will bring in professional performing groups, use resource people in our own and surrounding areas, and take the children to places they've never been. Very limited funds are budgeted for travel for these trips.

Interest shown, attendance at programs, attitudes toward the arts in general, and the number wanting to participate will gauge to some extent our success. (In 1967 we had many more students than we could handle who wanted the classes.)

ENGLISH—READING and INSERVICE TRAINING

Not just the ESEA personnel, but every person in our school system, has been concerned about the low achievement of many of our children. Every teacher is being challenged and encouraged to do something about this.



Under Title I we propose to help the situation (since trained reading teachers cannot be found) by adding additional teachers to our lowest achieving schools. This will lower class loads and leave teachers free to give more time to individuals who need it. Materials and books have been added to aid the teachers in this task. More will be provided. All of our ESEA personnel have attended workshops, studied literature on current and innovative practices, and have had meetings among themselves to discuss their problems and ways of solving them. These activities will continue this year.

In high school we will have a special reading program with a teacher to work daily. Students will have an hour with the reading teacher five days a week for a full year, and will get one unit of credit.

Teacher aides will also help to relieve teachers of clerical duties and thus leave them with more time to help their students.

MUSIC

A full-time music teacher for the elementary schools, a band instructor for high school, materials and instruments for both . . . these are our plans. They got off to a good beginning last year.

The elementary teacher will plan, supervise, and help to carry out a music program to correlate with other school curricula.

A full band program is anticipated in high school. The summer program is going strong with 25 beginners working three hours a day with the teacher plus additional time on their own. (There is strong community support for this.)

FOOD SERVICE

Funds are budgeted under this program to provide free lunches for 140 children. This is 60 less than last year. We feel that this will be sufficient with the other agencies and funds backing up the free lunch program. Healthier, happy children with less undernourishment and absenteeism is our goal. Free lunches will be given to children who need them. This will be determined by the principal and teachers. The money will be given to the schools to help off-set the expense to their lunchrooms. We hope to feed all children in our eligible schools who do not have money to pay for their lunches. If the amount budgeted does not cover the expense involved, we will submit an amendment requesting more money for food.

HEALTH—DENTAL and HEALTH—MEDICAL

Funds are budgeted under this project to provide service only for the severe or unusual problems. We feel that our regular local and state agencies can handle the normal health needs, and leave Title I funds free to concentrate more on the child's mental and cultural development. In cases where money cannot be provided when needed, we plan to use Title I funds. The county nurse makes arrangements for appointments for students who need dental work and medical treatments. These are limited to the children of families who qualify under Title I. These funds are used for treatment where no other funds are provided or as they are needed by the students in the various schools who qualify for this medical and dental health. We try through the cooperation of the teachers, parents, county nurse and county medical doctor to see that all needy cases are taken care of.

LIBRARY SERVICE

We lost our library coordinator this summer, and have not been able to get a replacement, so each of our schools will have to handle its own library work. Under Title I, we plan to put a person who is currently working toward a degree in library science at the Polk Central School. This is necessary to carry on the library work and for the reading program. We also will use our office assistant to work with the elementary schools in distributing books, films, filmstrips and other library materials to the schools. The distribution and checking in and out of these supplies is important to the schools and also to the program since most of them were purchased with ESEA money.

PSYCHOLOGICAL SERVICE

In Polk County schools the extent of our testing program, before the advent of Title I, was small. The first grades were given readiness tests. All grades had the reading tests, and grades 7 and 8 had the achievement test. Last year local funds, plus Title I funds, enabled us for the first time to set up a schoolwide pattern of testing.

Group I.Q. tests for grades 2, 5, and 7, and achievement tests for all grades, are to be given.

Our County Welfare Office works with us in setting up individual psychological tests for needy cases.

TRYON CITY ADMINISTRATIVE UNIT

Project No. 68-0002

Title

Educational Uplift of Educationally Deprived Children

Project Budget

$26,000

Children in Project and Grade Levels

225 1-12

ESEA Staff

6 (plus 4 whose salaries are not paid by Title I funds and 4 unpaid volunteers)

ENGLISH—READING

This project is planned to upgrade the basic skills in reading and communication by providing specialists in reading, holding inservice courses in the teaching of basic skills, providing additional instructional materials, reducing the pupil-teacher ratio, and releasing regular classroom teachers from nonprofessional duties by employing teacher aides.

The reading specialist will work with the classroom teacher in all three schools. Children will be scheduled in a specially equipped reading classroom for specialized instruction. This specialized reading instruction will be performed with regular classroom teachers under the supervision of the reading specialist.

Educationally deprived children demand much individual attention from the teacher. The teacher, therefore, must have fewer pupils if each is to be

given the widest opportunity for individual educational and cultural growth. The project is designed to reduce the teacher load, thus assuring individual attention and concentrated instruction in the basic skills.

FOOD SERVICE

Limited funds from this project are earmarked for free lunches for children from economically disadvantaged families. These funds will be supplemented by funds from our present free lunch program, P.T.A. and other sources to the end that no child will be in school without a hot meal during the day. This service will promote happy school living and participation in a program geared to individual needs.

HEALTH—DENTAL

Limited funds from this project are earmarked for dental referrals for children from economically disadvantaged families. These funds will be supplemented by the State School Health Funds and private sources.

RUTHERFORD COUNTY BOARD OF EDUCATION

Project No. 68-0090

Title
A Project to Provide Instructional Activities and Services to Better Meet the Needs of Disadvantaged Children

Project Budget
$358,110

Children in Project and Grade Levels
2,772 K-12

ESEA Staff
125 (plus 147 whose salaries are not paid by Title I funds)

CULTURAL ENRICHMENT

Disadvantaged children have had little exposure to the culture of the larger society. Coming from deprived environments, they are not familiar with middle class values and customs. They have had few of the experiences of normal children. Multisensory teaching aids provide cultural enrichment for disadvantaged children, thereby compensating for their deprived backgrounds. Audiovisual equipment and materials, if available and used efficiently, can provide compensatory exposure to middle class culture.

Rutherford County has a central library of 16mm sound films which can provide cultural enrichment for these children. Individual schools have collections of filmstrips, records, tapes, transparencies, slides, etc., which are valuable in providing cultural enrichment for disadvantaged children. But additional materials and equipment are needed.

The difficulty is in getting optimum use from the approximately seven hundred 16mm sound films and the available audiovisual equipment. Therefore, Title I proposes to employ a part-time film clerk to staff the central film library. This will facilitate increased utilization of films. As films are presently returned to the library, they have to be checked for defects and rewound before they are checked out again. Since this is handled by the book clerk/bookkeeper for maintenance department who is already overburdened, this sometimes takes days. A part-time film clerk could check films for defects, rewind, and get them ready for check-outs daily.

In addition, Title I proposes to employ an audiovisual technician to insure that audiovisual equipment in Title I schools is maintained in an operable condition at all times. The services of such a person are not otherwise available, and local radio and T.V. repairmen are reluctant to service these items of equipment. The result is that audiovisual equipment is often out of service for days, and may be the only piece of equipment of this nature available in a particular school.

To complement the increased utilization of audiovisual equipment and materials through employment of the film clerk and audiovisual technician, Title I will provide funds to expand the selection of materials and equipment.

ENGLISH—READING

Reading ability and achievement have a high positive correlation. Children failing to acquire reading skills in the primary grades experience poor achievement at upper grade levels. Test data indicate that reading disabilities have a high incidence in all Title I schools.

In attacking reading disabilities, Title I will attempt to vary the approach according to the degree of need and the physical facilities in each Title I elementary school. Carver and Union Mills High Schools appear to have the most critical need among the five high schools. The percentage of children reading below grade level is considerably larger in these schools than in the others. A special remedial reading teacher will be placed in each of these high schools to establish special remedial reading classes.

In the elementary schools which have the highest priority need, Title I will employ additional teachers and establish remedial classes for children severely retarded in development of reading skills. Eight teachers will be placed in seven elementary schools to reduce teacher loads at the primary and intermediate grade levels.

Remedial classes in the elementary schools will be established at primary or intermediate grade levels wherein the greatest need is indicated. Remedial classes will contain approximately 14 to 18 children. Children will be grouped according to achievement levels as indicated by scores on the Stanford Achievement and/or the Metropolitan Readiness Test. The remedial classes will be composed of children scoring in the lowest quartile. Emphasis will be placed on diagnosing reading difficulties and establishing a plan for remediation, although other subject areas will be taught as in regular classes. By maintaining a normal teacher load in average and above average class groups, approximately three regular State allotted teachers can be relieved to teach remedial classes with the reduced teacher load.

The high school remedial reading classes will be characterized by a reduced class load of approximately ten students—five classes per day. Students will be selected for participation on a voluntary basis. They will be identified from the lower 40% in achievement on the reading sub-tests of the Iowa Test of Education Development. Students will participate in these classes for one semester, then new classes will be established. Emphasis will be on diagnosing reading difficulties and establishing a course of remediation for each student.

Various types of graded and nongraded teaching supplies and materials will be used in both the elementary and secondary classes to stimulate and motivate children to develop a reading habit. Multisensory materials and equipment will be used extensively.

Teacher aides will be used in all Title I eligible elementary schools in an effort to free teachers from nonteaching duties during language arts classes, so that they can provide more individual and small group instruction in reading. Aides will be used more extensively in eligible elementary schools wherein remedial classes are not established. Present plans call for the use of 27 aides, but more will be added if additional funds become available.

Activities in this area will be located in Title I schools, and facilities to be used are regular classrooms. Approximately forty teachers will be involved in inservice training.

NOTE: The remedial reading class established at Union Mills High School is especially for neglected institutional children of Alexander Schools.

HEALTH—PHYSICAL EDUCATION

Institutional children have an excessive amount of leisure time, especially during summer months. In order to promote worthy use of leisure time, Title I will provide two physical education teachers to organize and supervise a physical education and recreation program initiated under Title I in fiscal 1967.

Equipment and supplies purchased through Title I in fiscal 1967 will be utilized and additional materials purchased as needs arise.

The program will begin on June 6, 1968 and end on July 31, 1968. The total physical plant of Union Mills School will be used for this activity. All institutional children will participate as well as a limited number of selected children from the community.

This activity will compliment a remedial academic instructional program operated at the expense of the institution.

OTHER—KINDERGARTEN

We propose conducting both an experimental kindergarten class and a summer readiness program for non-kindergarten children.

This activity has two aspects: (1) The establishment of a year-long kindergarten for approximately 20 children indicated to be severely disadvantaged; (2) the establishment of a six-weeks summer readiness program for non-kindergarten children scheduled to enroll in the first grade for the 1968-69 school year.

The year long kindergarten class will be established as an experimental group to determine the extent to which such a program would be more successful than the compensatory readiness program. The experimental kindergarten class will be established at Ruth Elementary School to serve selected children from the Ruth, Rutherfordton, and New Hope attendance areas. Children will be selected to participate according to the degree of disadvantage as indicated by family income, home environment, academic records of older children, etc. These children will have a school day of 6 hours each day for the school year. The class will be taught by an experienced primary teacher, if one can be secured, or a person with two or three years college training who has had experience working with kindergarten children.

The class will begin on August 21, 1967, and end on May 31, 1968.

The summer readiness program will be a compensatory experience for non-kindergarten children. Instructional activities will be developed to promote a readiness for first grade instruction. Participation will be extended to children from all 21 elementary school attendance areas who have not attended kindergarten and are scheduled to enroll in the first grade for the 1968-69 school year.

Classes will be established on a teacher-pupil ratio of one per seventeen. Eight schools will be chosen to serve as summer school centers for the approximately 600 children to participate. Summer school centers will be selected in strategic geographic locations with children to attend that center located nearest their homes. Transportation will be provided children living more than one mile from school. Food service will consist of breakfast and lunch. Approximately 35 primary teachers, 8 principals, 10 teachers, and 2 supervisors will participate in this activity. The school day for the readiness program will be from 8:00 a.m. to 12:30 p.m. for children.

Schools to be operated as summer school centers are: Rutherfordton, Ruth, Green Hill, Forest City, Mt. Vernon, Spindale, Cliffside, Harris, and Ellenboro. Regular primary classrooms will be used. Additional teaching supplies and materials will be purchased. The program will begin on July 13, 1968 and end on July 29, 1968. The program will not operate the week of the Fourth of July.

The instructional staff and student membership will be totally integrated and children will be taken on various field trips.

Approximately 35 teachers will receive inservice training in this activity.

NOTE: The non-eligible Title I schools (Mt. Vernon, Cliffside, Harris, and Spindale) identified to be used as summer school centers for the readiness program will be used in order to facilitate transportation of children. Eight centers will be established to serve non-kindergarten children from all attendance areas.

FOOD SERVICE

Children from low income families are often not provided essential well balanced nutritional meals at home. Many children report to school each morning without proper nourishment. This is due to their parents' inability or lack of concern for the children's nutritional needs. Children, whose first interest and concern is the gnawing hunger which they experience throughout the school day, cannot and do not learn. Thus, the nature of the learning process, if it is to be successfully executed, demands that an effort be made to improve the food service which schools provide disadvantaged children.

Title I proposes to attack this problem in three ways. First, a breakfast program is to be initiated to serve disadvantaged children who come to school without breakfast. Second, Title I will reimburse schools for free lunches served disadvantaged children who have been deprived of lunch due to their inability to pay for it. Third, Title I will employ a dietician to administer the food services to be provided at Title I expense, and to act as a resource person to inadequately trained lunchroom managers in planning nutritious meals which will make the greatest utilization of available resources.

An analysis of food service reports for the 1966-67 school year reveals that an average of only 522 children received free and reduced price lunches per day. This is compared to the 2,200 children identified as coming from families with an annual income of $2000 or less. The percentage of participation for Title I schools was approximately 84%. These two factors, coupled with the fact that school lunch programs cannot assume financial responsibility for an increase in the number of free lunches, dictate that other resources such as Title I be utilized.

The number of children participating in the breakfast program will be approximately 550. The number of children receiving free lunches at Title I expense is anticipated to be approximately 500. Title I will reimburse schools at the rate of 25¢ per lunch for free lunches awarded disadvantaged children who have not been receiving this service, and who have been going without lunch.

GUIDANCE COUNSELING

Guidance services are extremely important to educationally deprived children. Rutherford County's eligible Title I high schools have only one guidance counselor. Each counselor serves approximately 1000 students. With this situation, the counselor by necessity spends most of his time in performing clerical responsibilities related to college bound students. Getting three transcripts in the mail for each of the approximately 150 college bound students requires most of his time. This means that the counselor can do little in terms of direct counseling with the educationally deprived student.

In order to relieve this situation, Title I proposes to provide a teacher aide to relieve the counselor of clerical responsibilities so that he can do more direct counseling with educationally disadvantaged children. By providing aides, it is expected that the counselors can spend about three hours more per day in working with educationally disadvantaged students.

In addition, they will have more time to spend in consultation with home-school coordinators, welfare caseworkers, public health nurses, etc.

NOTE: The guidance aide assigned to Union Mills will directly benefit the neglected children of Alexander Schools, Inc.

LIBRARY SERVICE

Educationally disadvantaged children are not exposed to books, magazines, newspapers, etc., in their homes. Constant exposure to these materials is an absolute necessity for children to develop a positive attitude toward learning, and a positive attitude toward learning is a requirement for successful school achievement. Well organized, adequately staffed school libraries can do much to stimulate and motivate development of positive attitudes toward learning.

Eligible Title I schools in Rutherford County have not had library programs adequate to meet the special needs of educationally disadvantaged children prior to Title I, ESEA. None of the 14 eligible elementary schools employs a full-time librarian. Of the five high schools, only three have full-time certified librarians. (These serve approximately 1,000 students each, which prevents librarians from working with children individually). The other two have a teacher assigned to work in the library two periods a day. As a result of not having full-time staff members, school libraries were not organized for use as a learning laboratory, and, consequently, were not used.

Title I proposes to provide a full-time staff member in each eligible Title I school so that:

- **Educationally disadvantaged children can be stimulated and motivated to develop a positive attitude toward learning through increased exposure to books, magazines, newspapers, and other printed materials.**
- **Audiovisual materials, such as records, filmstrips, tapes, and transparencies—which are effective teaching tools with disadvantaged children — can be organized and circulated through the library.**
- **The library can be used throughout the school day for independent work, small and large group activities.**
- **Library resources can be available to children 30 minutes before and after regular school hours.**
- **New books and other printed materials can be catalogued, processed, and prepared for student use more readily.**
- **Teachers can spend more time and do a more effective job of teaching library skills.**

Certified teachers with some experiences and/or training in library science will be placed in the five larger elementary schools (Dunbar, Forest City, New Hope, Rutherfordton, and Union Mills Union School). Library aides will be placed in the eight elementary schools and four high schools (Alexander, Bostic, Cool Springs, Ellenboro, Gilkey, Green Hill, Proctor, Ruth, and Sunshine Elementary Schools, Carver, Chase, East Rutherford, and Rutherfordton-Spindale High Schools). Library aides will be at least high school graduates and will have skills and qualifications necessary for success as a non-professional person assisting the teacher-librarian.

To coordinate the use of library aides, Title I will also employ a library supervisor. This person, working cooperatively with the teacher-librarian in each Title I school, will direct and supervise the services of library aides in organizing a library program whereby the school library can be utilized to the fullest as a learning laboratory.

Student assistants, under proper leadership, will be utilized to contribute to the successful operation of the library.

PSYCHOLOGICAL SERVICE

Teachers must fully understand exceptional children in order to work successfully with them. Understanding them requires a full knowledge of each child's ability, aptitude, achievement, interests, and personality. Teachers are not adequately trained to administer and interpret the psychological tests which yield this information. Also, the local Mental Health Clinic is receptive to referrals of school children indicated to be emotionally disturbed, but the psychiatrist experiences considerable delay in diagnosing cases due to inadequate psychological test data.

Therefore, Title I proposes to merge efforts and resources with the Rutherford County Mental Health Clinic to secure the services of a psychologist. The Mental Health Clinic will bear one-half the expense and Title I one-half. In turn, the psychologist will be assigned to work directly with the Mental Health Clinic half-time and Title I eligible schools half-time.

The psychologist will administer and interpret psychological tests; work with other staff members in planning programs to meet the needs of pupils as indicated by these tests; make referrals of pupils for further diagnosis or treatment; and conduct inservice training sessions for the approximately 300 staff members in Title I schools. Such services can be of tremendous value to disadvantaged children since they are categorized as exceptional.

SCHOOL SOCIAL WORK

Eight persons experienced in working with children, school programs, community organizations, and group-work activities will be employed to multiply contacts and increase interaction between professional personnel and lay citizens in the 18 project schools. These persons will have a minimum of two years of college training. Hopefully, all will be professionally trained social workers.

The primary objective of this service is to work with parents in a meaningful program that will help them to understand that education is a basic instrument of survival and success in today's complex world, and to assist them in communicating this realization to their children.

Among many services which the home-school coordinators will render, the following will be of prime importance in helping children from low-income families reach their educational potential:

- **To do attendance counseling**
- **To identify children needing free food services, clothing, and health services**
- **To explain the school program to parents and indicate to them ways in which they can enhance the educational success of their children**
- **To work with professional personnel to achieve a greater understanding of each child, his home and community environment, and any impediments to learning that they observe therein**
- **To facilitate greater use of available community resources and service agencies**
- **To stimulate involvement of low income families in community and school activities**
- **To contact and counsel with dropouts**
- **To counsel low income families in budgeting, nutrition, job opportunities.**

Teachers will select the children for visitation who have poor attendance records, or are dropouts. Written teacher referrals will state the reason for the coordinator to make a home visit consistent with the child's educational needs. Children from all 18 eligible Title I attendance areas will participate. It is expected that the interest coordinators show in children will show parents and children that the school has an interest in them. These staff members will counsel with dropouts and encourage them to reenter school.

SPEECH THERAPY

Rutherford County has four speech therapists to serve children in all 25 county schools. But these four cannot meet the demand for speech therapy. Their schedules are alternated each year in order to provide some therapy to all children in the elementary schools. High school students do not receive services.

Title I proposes to employ two part-time speech therapists to extend and expand speech therapy in the elementary grades and at the high school level.

One therapist will be assigned to the elementary schools to supplement services already available. The other therapist will be utilized to extend speech therapy to the high school level. They will work one-half of the normal school day.

SWAIN COUNTY BOARD OF EDUCATION

Project No. 68-0136

Title

Improvement of Factors Contributing to Success in Reading

Project Budget

$115,980

Children in Project and Grade Levels

1,111 1-12 and ungraded

ESEA Staff

17½ (plus ¾ whose salary is not paid by Title I funds)

CULTURAL ENRICHMENT

Swain County has many culturally deprived students enrolled in the schools. This situation is due, in part, to low family incomes and the limited education of many parents. One purpose of our project is to provide opportunities for the students to participate in activities which will overcome this deprivation. Through the use of ESEA funds, art and music materials, many films and filmstrips have been purchased. Maximum use will be made of them in classroom instruction. The special education classes for the mentally retarded will be given priority in the use of these enrichment materials.

- **Art materials will be made available to all eligible students. Art prints and transparencies will also be used.**
- **If the Mountain Cultural Planning Program is approved, art and music personnel will spend time in the schools in the area.**
- **One music teacher can be secured to work in the schools. His major responsibility will be music instruction in the elementary classrooms.**
- **Music recordings, rhythm instruments, and music books purchased with ESEA funds will be widely used.**
- **Films, filmstrips, and historical recordings will be integrated and correlated with classroom instruction.**
- **Students will be urged to make better use of the library. Wide reading is an excellent avenue for overcoming cultural deprivation. Library aides will be provided for each eligible school in order to give more assistance to students. This will mean that all libraries will be kept open during the entire school day under the supervision of the regular librarian or the library aide.**
- **Plans are being made to have workshops for teachers in art and music.**

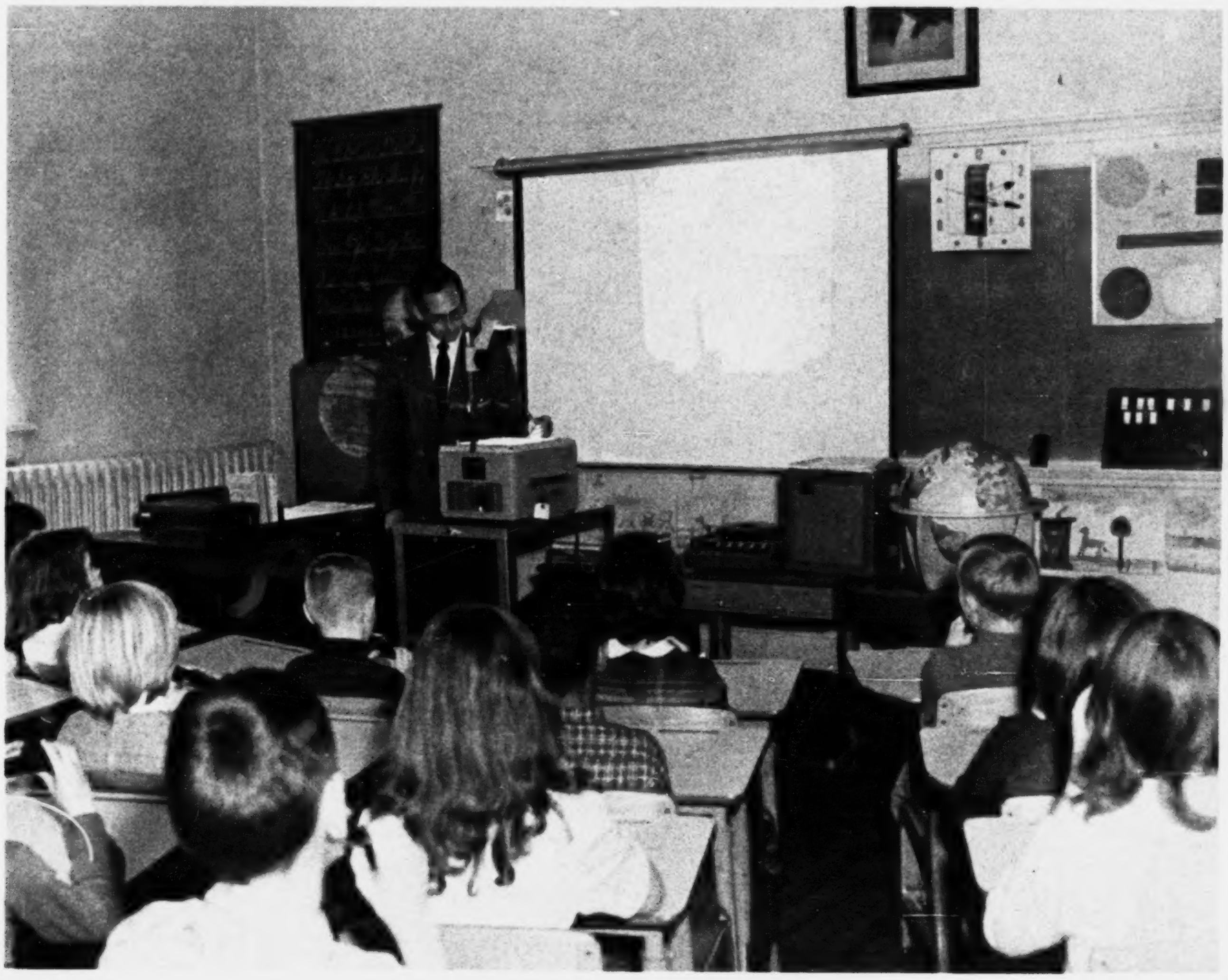
ENGLISH—READING

For the past two years, efforts have been made to improve the communication skills. This year more emphasis will be placed on the improvement of reading. By narrowing the field, teachers feel more progress can be made. Opportunities for oral language development will be provided as readiness for writing and reading in all curriculum areas. We are interested in developing and maintaining a reading program correlated and integrated with all subject areas which will develop the art of thinking, appreciative listening, creative expression, and skillful use of books.

Art and music will still be used as enrichment subjects.

Health services will be a vital part of the program.

Extra teachers will be provided in order to give more time to working with students who have particu-



lar reading difficulties. Teachers and students will be engaged in activities designed to improve the reading program for each eligible child. Some of the goals are:

- **To correct deficiencies that contribute to failure in reading.**
- **To stimulate a genuine love for reading.**
- **To provide experiences that develop readiness for reading at all levels.**
- **To increase student vocabularies.**
- **To provide basic instruction in word attack and comprehension skills.**
- **To increase reading speed, with comprehension, in the upper grade groups.**
- **To give many opportunities for oral reading in order to develop good self-expression.**
- **To broaden the students' general store of knowledge by the wide use of library books.**
- **To provide many opportunities for critical thinking and creative expression. Many reading materials and much equipment have been purchased for classroom use. Reading readiness materials, SRA materials, Craig Readers, Tachist-o-films, controlled readers, and special skill texts will be used to improve speed and comprehension in reading. Teachers will make wider use of overhead projectors, tape recorders, music recordings, library books, and the like, in everyday teaching. Films and filmstrips will add interest and enrichment. These materials, and equipment will be readily available to teachers from the libraries and the mobile unit.**

HEALTH SERVICE (CLOTHING, FOOD, DENTAL, MEDICAL)

A school nurse was employed the first year in which ESEA funds were available and has continued to work on a yearly basis. During the summer she has worked tirelessly in the Head Start program. We have found the services of the nurse to be extremely valuable and we wish to retain her on the staff for the school year 1967-68.

- **In order that children's learning be most effective, physical and mental barriers, as far as possible, must be removed. We propose to do this by providing physical examinations for each student with follow-up corrections. Early elementary students will receive priority.**

- **At times, the nurse will be available for classroom instruction. With models of the eye, the teeth, the ear, etc., she can teach effective demonstration lessons.**

- **Where necessary, food and clothing will be provided for eligible students, including those in the special education classes.**

- **Psychiatric and psychological services are available from the Developmental Evaluation Center at Western Carolina University. The nurse assists in making appointments for these students.**

- **Dental services are much in demand because bad teeth present a paramount health problem. The nurse refers these students for dental services and often visits the homes to obtain the necessary permission for corrections.**

- **The nurse weighs and measures the students twice during the school year.**

- **When transportation is not available, the nurse takes the students to the doctor's office, the Developmental Evaluation Center, the Mental Health Center, and even to Duke University Hospital.**

GUIDANCE SERVICE

This past year one guidance counselor was added to the Swain County High School staff. Her services are valuable because she works with the high school girls. The regular guidance counselor is a man and now works almost exclusively with the high school boys. The combination of services makes a more adequate guidance program. We wish to retain the same guidance counselor on the staff for the school year 1967-68.

- The counselor will work with girls who need help in solving their personal problems.
- A limited amount of group counseling will be done.
- An up-to-date file will be kept by the counselor of job opportunities for students who do not plan to attend college.
- Catalogues from colleges will be kept on file. College bound students will seek advice and help from the counselor.
- Information on loans and scholarships for college students will be available for those who desire it.

SCHOOL SOCIAL WORK

The services of the social worker are valuable to both teachers and parents. She will be able to interpret the school program to parents. As a result of home visits, she will give information to teachers which will help them understand some of the social and emotional problems of their students.

- The social worker's duties will involve correlating and making available beneficial services. Three resources used are:
  - The Developmental Evaluation Center, Wester Carolina University
  - The Mental Health Center, Western Carolina University
  - Services of clinical psychologist, State Department of Public Welfare
- When necessary, transportation for child and parent to the center will be provided by the social worker.
- Close cooperation will be maintained with the local Welfare Department. The social worker will have access to their records relating to services already rendered.
- The social worker will assist with speech, hearing, and eye clinics. This will involve preplanning with parents and follow-up services.
- Much of the social worker's times will be spent visiting in the homes of school children.
- She will confer with school dropouts and encourage and assist them in returning to school or, if eligible, in finding employment.
- In addition to student services, she will acquaint parents of the Vocational Rehabilitation Program and urge them to enroll.

NOTE:

There are no non-public schools in the county except the Federal Schools located on the Cherokee Indian Reservation. We enroll the Indian students who wish to attend the public schools.

TRANSYLVANIA COUNTY SCHOOLS — Project No. 68-0020

Title
Improvement of General Basic Education Skills to Include Reading, Art, Music, Physical Education

Project Budget
$109,574

Children in Project and Grade Levels
779 1-12

ESEA Staff
19 (plus 202 whose salaries are not paid by Title I funds)

ART

The child will be given the opportunity for self-fulfillment as he discovers new materials, new patterns, new ideas for visual expression of experiences as a daily part of classroom instruction. Art activities will grow out of all areas of the child's experiences.

ENGLISH—READING

A teacher will be employed to work with below average readers at the seventh and eighth grade level. These pupils will be given experiences upon which to develop a rich background of oral language. The general concept that reading is the understanding of written material which tells the reader something will be developed through chart story experiences. Through these and other successful experiences we hope to build reading understanding and comprehension.

To improve reading skills we plan to:

- **Provide the opportunity for pupils to improve their communicative skills, as such skills should be enriched by reading**
- **Provide child with material adapted to his state of readiness**
- **Provide varied teaching media—tapes, films, filmstrips—to provoke interest in reading**
- **Promote success in reading by providing small group instruction**
- **Provide individual instruction and foster success in reading by supplying library and supplementary books which meet the needs, interests, and abilities of these pupils**
- **Encourage rural mountain children to seek information of our own and world cultures through reading materials**
- **Provide real and vicarious experience through which abstractions will become concrete observations**
- **Help children achieve some success in reading so they will be encouraged to improve**
- **Help children to find pleasure as well as enrichment through reading**

MUSIC

The music program will include experiences in singing and listening; and the development of rhythm, of creative instincts in children, and of physical response to music. Reading skill will vary according to the child's grade level and ability.

PHYSICAL EDUCATION

The physical education program will provide opportunities to develop basic movement skills and patterns, special and sports skills, desirable social traits, safety skills and attitudes, and recreational activities.

OTHER—TEACHER AIDES

The teacher aide releases the teacher from non-professional duties. This enables the teacher to have more time for lesson planning and in some cases more time in the classroom to teach.

Non-professionals will do routine work of a clerical, housekeeping, instructional, monitorial, and general nature under the teacher's direction.

FOOD SERVICE

In order to overcome malnutrition in the economically disadvantaged children, we plan to provide an opportunity for every child who comes under this program to have a warm, well balanced lunch during January, February, and March. These are the most difficult months to provide proper diets in the homes of these children. We plan to teach children to eat the many kinds of food served in the school lunchroom and to teach children the necessity of a well balanced diet. It is hoped that the children will become more alert to instruction if they are not hungry.

GUIDANCE SERVICE

A guidance counselor will try to ascertain each child's possible potential and help direct him to set goals he can reach.

HEALTH—DENTAL and HEALTH—MEDICAL

The health program includes preventive care and as extensive detection and correction of dental and medical needs as funds will permit. It also includes educating the child to the importance of good health practices and encouraging periodic visits to the dentist or doctor.

LIBRARY SERVICE

We plan to add needed library personnel and attempt to carry out an efficient library program by teaching reference and study skills through an expanded library program; promoting multi-level materials on various subjects; encouraging rural mountain children to seek information of different world cultures through reading materials; and helping children learn to find pleasure, as well as enrichment, through reading.

OTHER—INSERVICE TRAINING FOR STAFF PERSONNEL

We shall attempt "to teach teachers about teaching." To discover better ways of teaching the educationally and culturally deprived child we need:

- **To lead teachers to recognize the need for change in teaching**
- **To influence and stimulate teachers to make the change**
- **To give teachers the opportunity to find better ways of teaching through the use of consultants and area specialists**
- **To make teachers knowledgeable of the recent research and findings about grouping, subgrouping and team teaching**
- **To introduce teachers to technological media and materials**
- **To provide teachers with opportunities to visit demonstration programs**
- **To motivate teachers for a continuing process of developing methods, techniques and better means of evaluation and organiaztion.**

YANCEY COUNTY BOARD OF EDUCATION

Project No. 68-0012

Title
Reading, Mathematics and Social Studies

Project Budget
$203,636.51

Children in Project and Grade Levels
1,223 1-12

ESEA Staff
60 (plus 145 whose salaries are not paid by Title I funds and 51 unpaid volunteers)

CULTURAL ENRICHMENT

Due to the county's geographic location—away from the mainstream of American life and culture—and also to the isolated distribution of many of its homes, a high percentage of Yancey County students are culturally and educationally deprived.

The majority of the children within the project area have traveled only short distances away from home and have not had the experiences necessary to become fully acquainted with their environment.

Few of them have visited a large city, ridden a train or bus, visited a zoo, museum, or other place of interest.

In an effort to provide some of these experiences to disadvantaged students, funds have been budgeted within this project to pay for bus transportation and other necessary fees.

The Title I activity bus, purchased during the 1966 fiscal year, will be used for cultural and educational trips for disadvantaged students in Yancey County.

Since the bus will be used intermittently at different schools, a specific driver will not be employed to drive this bus. The Superintendent will designate a driver, or drivers, from each school who will be responsible for driving the activity bus when that school desires to make a trip. The driver's salary will be commensurate with the time and mileage involved in each trip.

ENGLISH—READING and COMMUNICATION SKILLS

Six reading teachers will be employed to work at Burnsville, Bee Log, Bald Creek, Clearmont, Micaville, and South Toe schools.

In addition to teaching the basic reading skills through use of new and high interest materials, these reading instructors will attempt to enrich the language experiences and improve the oral language ability of disadvantaged students by:

- **Using the best existing techniques and equipment available**
- **Using high interest materials; enrichment materials**
- **Developing phonics skills; rapid reading techniques**
- **Helping students develop the skills of taking part in discussions; making own observations and drawing conclusions; making comparisons; self-expression.**

There will be an inservice training program for all teachers and principals engaged in the teaching of reading in order that they may gain a better understanding of the needs and problems of their economically and educationally deprived students. It is hoped that through a planning committee the services of instructors or consultants may be secured to explore pertinent topics.

Inservice courses and workshops will be administered under the direction of accredited colleges and universities and competent consultants and resource people.

Planned Activities	Number of Teachers to be involved
Reading Course	40
Controlled Reader Workshop	20
Audiovisual Workshop	40
SRA Reading Laboratory Workshop	20

In order to relieve the classroom reading teachers of routine duties so that they can devote more time to the individual differences of disadvantaged students, 24 teacher aides will be employed, (1 per 3 teachers).

Qualifications for employment as an aide will include:

- **High school graduation with some training and experience if possible**
- **Successful experience as substitute teacher if possible**
- **Ability to type and use visual aids if possible**

- **Intelligence, cooperation and resourcefulness**
- **Experience in working with children and an understanding of their needs**

The duties of teacher aides will include:

- **Arrange and prepare audiovisual supplies**
- **Assist with children who become ill**
- **Assist with physical education activities**
- **Assist with field trips**
- **Help with food services at breaks and lunch periods**
- **Check pupil's work; keep records; record grades**
- **Take care of fees and lunch monies**
- **Obtain supplies and materials from storage rooms**
- **Operate duplicating equipment**
- **Check attendance and other records**
- **Assist with lighting, temperature, room ventilation**
- **Assist with art and music**
- **Assist with bulletin boards**
- **Aid the teacher in any other way that might set the stage for learning**

SRA reading laboratory materials, controlled reading machines and audiovisual materials were purchased during preceding project periods and have proved to be extremely useful in motivating and holding the interest of disadvantaged students.

MATHEMATICS

Several factors have combined to bring on a re-evaluation in mathematics. An effort will be made to approach mathematics in a way which will help children gain a better understanding of numbers. This program is designed to meet four objectives:

- **Help children develop an understanding of numbers, their structure and language**
- **Develop foundation learnings which may be extended and expanded without having to be unlearned**
- **Teach children to compute well**
- **Teach children that mathematics is interesting, exciting, and challenging**

It is recommended that the developmental approach through the meaning of processes be stressed. With the introduction of "new mathematics" the approach will, of necessity, be gradual. An attempt will be made to serve all children who are educationally deprived in a sound and effective program at all levels in the educational system. Special instruction will be given to help students, working below capacity, to achieve skills and build a background of rich experience in mathematics.

The staff will be made up of the regular classroom teachers in the elementary schools and the mathematics teachers in the high schools. Preference will be given to teachers who have been successful in the teaching of mathematics.

With the view of concentrating efforts in the areas of highest poverty needs, one mathematics teacher will be employed to work with educationally disadvantaged students in the Cane River High School. Tests have shown that an extremely high percentage of students in the Cane River High School are educationally deprived in this area. These students are expected to benefit greatly through the added staff member.

In order to relieve the classroom teachers of routine duties so that more time can be devoted to the individual differences of disadvantaged students, 32 teacher aides will be employed (1 per 3 teachers).

Inservice training courses and workshops will be offered under the direction of accredited colleges and universities and competent consultants and resource people.

Planned activities	**Number of Teachers to be involved**
Modern Math Course	**35**
Audiovisual Workshop	**40**

Reference materials and supplementary books to supplement the regular text are to be included for both pupils and teachers at all levels of learning and teaching. Lists of appropriate films will be made available and the value of the library stressed as a source of information.

SOCIAL STUDIES

Because social studies are an integral part of general education, they occupy an important place in the curriculum at all levels, grades 1-12.

The goals for this project are to teach understanding of values, democracy, citizenship, civilization and attitudes. There should be flexibility in the plan of teaching in order to serve all children.

The regular school staff in the elementary schools will participate in the teaching of the social studies. The two high schools will have the regular social studies staff, plus two extra social studies teachers to work with the underachieving students and the culturally deprived in each high school.

Reading materials constitute the greatest share of materials used in the teaching of social studies. This includes current textbooks, current newspapers and magazines, library references, works of fiction and biography, and other source materials from the community.

Besides reading materials, maps, globes, and audiovisual aides will be used extensively in social studies teaching. Shades will be installed in bright classrooms so that social studies teachers may utilize audiovisual equipment such as filmstrip projectors, movie projectors, overhead projectors and other audiovisual aids.

Inservice training programs will be used to help social studies teachers gain a better understanding of the needs and problems of the economically and educationally deprived students. Workshops and inservice courses will be offered to participating teachers in an effort to add to the professional growth of the staff.

Planned Activities	**Number of Teachers to take part**
Social Studies Course	**35**
Audiovisual Course	**40**

CLOTHING SERVICE

Many children of economically deprived parents suffer from an insufficiency of clothing, not only for proper dressing but also for the warmth necessary to stand by the roadside for long periods of time in cold weather waiting for buses. Investigation has shown that this is the reason why many children are either absent for long periods of time or drop out of school altogether.

This project proposes to alleviate the problem by seeing that deprived children have the necessary articles of clothing.

FOOD SERVICE

The process of learning is seriously handicapped when a student is hungry or suffering from malnutrition. According to a survey conducted by the WAMY staff, approximately 70% of our disadvantaged children are suffering from some degree of malnutrition. Provision has been made in this project to relieve this situation as much as possible.

Approximately 277 children will be fed a well balanced, free lunch during the school year. Children will be selected according to greatest need. The preparation and serving of food will be carried out by the regular lunchroom workers.

GUIDANCE and COUNSELING

Guidance and counseling services in the two high schools were sponsored by the WAMY Community Action Agency two years ago. This activity is a continuation of the WAMY program.

The guidance counselors will work with disadvantaged children in the junior and senior high school age group (grades 7-12). Their primary duties will be to help the disadvantaged students discover their vocational, educational, emotional and social needs; to aid them in meeting those needs; and to offer guidance toward future training and job opportunities.

The guidance counselors will also work with potential and actual dropouts, trying to convince them that a high school education is necessary and opens many doors to good paying jobs.

The junior high school counselor will work closely with the high school counselors and will conduct parent conferences and orientation programs in the seventh and eighth grades to prepare junior high youngsters for the upper grades. This person will direct testing, evaluation, and—with the aid of the high school counselors—conduct actual research in the project. He will work as a social service counselor by helping to coordinate the work of the various agencies and services, (WAMY Community Action, etc.) and use these in helping parents and teachers improve the educational and environmental opportunities of these children.

This is designed to make better lines of communication between homes and schools and to achieve greater parental involvement in the total school program.

HEALTH—DENTAL and CORRECTIONS

A health coordinator will be employed to work with children who have vision, dental, hearing and other minor deficiencies which could handicap them in the learning process.

It shall be the duty of the health coordinator to supervise and direct the school health program. She will check with the local health department, the school, and the home. She will be expected to refer cases needing correction and care to the proper medical authorities. She will assist the school health nurse in the screening of students and direct the keeping of accurate health records. The health coordinator will contact parents of children who need dental and medical attention in an effort to enlist their cooperation in combatting present and future health defects. She will also be required to keep accurate records of medical and dental attention received and check on the benefits received by the child as a result of such attention.

LIBRARY SERVICE

Nine library aides (one for each school) will be assigned to assist the librarian or teacher-librarian with the following duties:

- Help students utilize library facilities
- Assist with accession records; card catalogue; daily circulation; records of lost and found books; inventories of films, filmstrips, records and other library resources
- Assist teachers and children with reference to audiovisual materials

Typewriters for the use of librarians and library aides will be purchased for Title I schools that do not have this equipment. Interesting books and current encyclopedias will be purchased for the purpose of improving the basic learning skills in the areas of reading, mathematics, and social studies.

NOTES:

Participation of Non-Public Schools

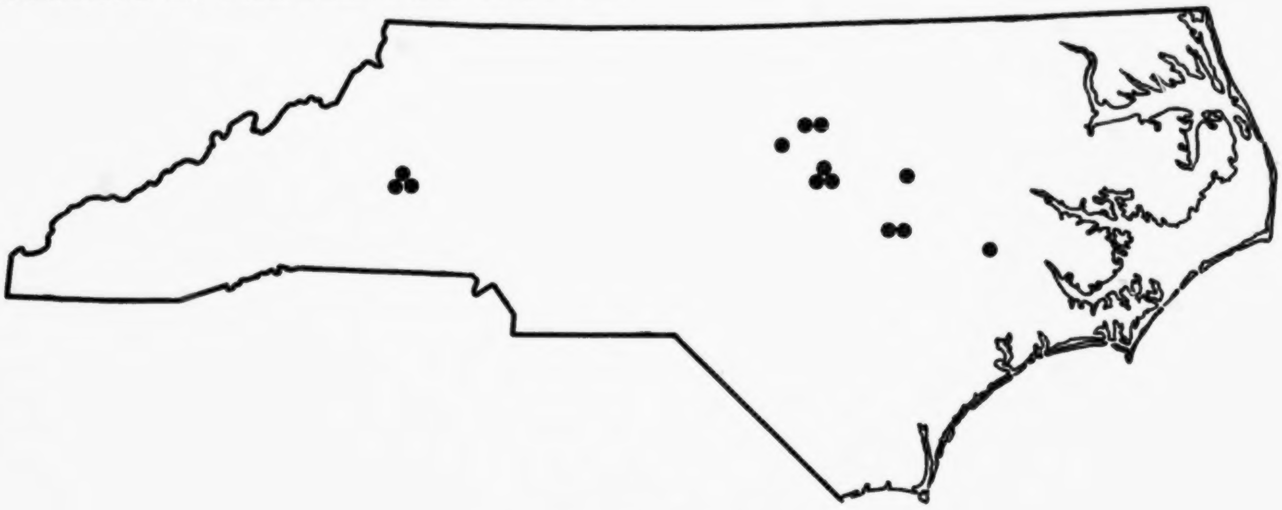
There is one private school located in Yancey County with a total enrollment of 23 students. Every effort has been made to cooperate with the institution, but no interest has been shown to the effect that they wish to participate.

Additional Maintenance Personnel

The maintenance position requested is a supporting service for reading, social studies, mathematics, health and food services and cultural enrichment program. The duties of this person would be to build cabinets, shelves, and maintain storage places for the materials, supplies and equipment used in the above programs. He would be responsible to check and see that all machines used in the program are kept in good order. If necessary he would have them repaired and returned to the individual schools. He would construct easels and other things that would be needed for teaching.

He would be responsible for the maintenance of the activity bus; he would see that it was washed, greased, and would drive it on field trips. He would distribute supplies and materials to individual schools from a central storage place. Likewise he would be used to distribute surplus food for the lunchroom program.

TITLE I PROJECTS APPROVED FOR 1967-68



SPECIAL SCHOOLS*

CASWELL CENTER

NORTH CAROLINA SCHOOL
FOR THE DEAF (MORGANTON)

GOVERNOR MOREHEAD SCHOOL

MURDOCH CENTER

O'BERRY CENTER

WESTERN CAROLINA CENTER

EASTERN NORTH CAROLINA SCHOOL
FOR THE DEAF (WILSON)

WRIGHT CENTER

NORTH CAROLINA BOARD
OF JUVENILE CORRECTION

**The project proposals from Broughton Hospital, Cherry Hospital, Dorothea Dix Hospital and John Umstead Hospital were not received until after March, 1968, and consequently could not be included in this report.*

CASWELL CENTER **Project No. 68-313-0001**

Title

Opportunities for Educational, Cultural, Vocational, and Social Stimulation for Retarded Children in an Institutional Setting

Project Budget

$45,215

Children in Project and Grade Levels

555	Ungraded

ESEA Staff

6

CONTINUE SPECIAL EDUCATION PROGRAM FOR TRAINABLE STUDENTS AND PROVIDE YOUNG TRAINABLE STUDENTS WITH AN EXPERIMENTAL DERIVATION OF THE MONTESSORI SYSTEM

This project is intended for young trainable students to help them develop to the point of learning to share, respect rights of others, get along with others, and become acceptable, independent, members of the society in which they live.

Since the majority of students have a problem with speech, the special education teacher needs to center her activities around language development, both oral and written, as an aid in communication. She should also center her activities around primary development in the use of numbers, letters, colors, etc.

The special education teacher should be ready to help students with mental, emotional and physical problems. She should be able to plan for each child and take him as a unique individual rather than part of a group.

The Montessori system will be planned for very young trainable students. Since sensory organization is dependent on the timing of cortical maturation and the Montessori method is concerned with directing activities of the child in a group situation, it seems to offer an ideal method of correcting the defects which brain-damaged children present. Since there are a number of brain-damaged children in the trainable school, an experimental group of trainable students will be taken into consideration and a derivative of the Montessori System will be considered for the young trainables.

Dr. Montessori observed that children love repetition, have an innate love of order and a desire to be free to choose an activity. When children choose their own activity they learn more significantly and comprehensively. The needs and aptitudes of the children will be met through providing the materials which will aid in their development. These will include

The weather today is
Sunny
Season Chart
autumn
winter
spring
summer

materials for control of the hands and preparation for independence; sensorial material for the exploration of the environment, visual sense, color sense, auditory sense, form, and muscular sense; and preparation for language and special articles.

Twenty children will participate in each activity mentioned; a total of 40 students.

HOME ECONOMICS

This year, as last year, the project is intended to broaden and enrich the home economics program. The program will continue to be geared to include more teenage educable and trainable girls and boys. The teacher who was employed last year had an excellent understanding of the problems and needs of mentally retarded boys and girls. She has made much progress and needs to continue her work in selecting techniques, methods and materials which will meet the developmental needs of the students. The students will continue to need special help in meeting and overcoming their handicaps, both mental and physical.

The ESEA person in home economics will help those girls interested in projects which require more articulate skills. She will take them on field trips to restaurants, bakeries, clothing manufacturers, and to clothing and specialty stores. These trips and experiences will enable the students to acquaint themselves with ideas and standards expected of them in the society to which they will eventually return.

PREVOCATIONAL and VOCATIONAL TRAINING COUNSELOR

The prevocational counseling and vocational counseling program will be coordinated by the vocational counselor. The vocational counselor will assist students enrolled in the Academic School and Trainable School prevocational and vocational training. The counselor will develop job slots on the campus where these students may work part-time during the day. Special attention will be given to the upper two classes in the Academic School. Those with some special abilities in the Trainable School will be sought and placed on a trial prevocational assignment.

The vocational counselor will seek to make special allowances for the individual needs, differences and interests of students placed on work assignments. Long term training assignments will be for students who show need and promise in a given training area. Most of our students will work on a rotation schedule, and get job experiences in several work areas while studying and preparing for the world of work.

Many of our students come from culturally and socially impoverished homes and communities. Because of the students' functional level many of them have not been given a chance to do much work in their homes and communities. Some were put in special centers at an early age; while some are homeless and without family ties. It is felt that the activities planned in the prevocational program will give many of our students a degree of accomplishment not yet attained by them. Some of them might be moved toward fuller acceptance in their homes and communities. Later they might become contributing individuals rather than a responsibility of the taxpayers and welfare departments.

RECREATION DEPARTMENT

Caswell Center Recreation Department has 2 ESEA staff members at the present time. These 2 employees provide for the residents at the Center a variety of activities which will create a sense of competition and help encourage the residents socially, physically and emotionally.

The duties performed by the ESEA personnel are: games of low organization, swimming and life guard duty, educational and cultural field trips, cookouts, playground activities, recreation classes for the rehabilitation and educable level resident, musical activities for trainable as well as educable residents, operating 35mm movie projectors, intramural and varsity sports events, planning or assisting with the organization of special activities either sponsored by the recreation department or by an organization off the Caswell campus.

The ESEA staff has been very helpful to our department by planning and organizing their activities and making suggestions to improve our program.

There are about 550 residents that are taken care of through activities by the ESEA staff.

OFF CAMPUS FIELD TRIPS FOR CULTURAL, EDUCATIONAL, RECREATIONAL, AND SOCIAL EXPERIENCES

Adequate funds are needed to enable the staff of the Training and Education Department to provide off campus field trips to parks, museums, grocery stores, shopping centers, seashores, concerts, art festivals, industries, state capitol, fire station, police station, airports, churches, sport activities, other institutions, and other places of cultural, historical and social interest in the surrounding community and within the State. The resident's mind can be stretched and strengthened by stimulating contacts provided through these off campus field trips. The number of children in each activity will vary from 10 to 65.

CASWELL CENTER
CHOOL BUS • ACTIVITY BUS

NORTH CAROLINA SCHOOL FOR THE DEAF (Morganton) Project No. 68-313-0002

Title

A Continuing Program Utilizing the Multi-Media Approach

Project Budget

$43,624

Children in Project and Grade Levels

540	Pre-kindergarten, K-12 and ungraded

ESEA Staff

8

INTRODUCTION

Through the existing Title I program, the North Carolina School for the Deaf has been able to establish an audiovisual program and an offset printing program; and employ a full-time librarian, teacher aides for the 3 departmental buildings, and clerical help.

In addition to all personnel and programs initiated under the present Title I funds, we were able to obtain audiovisual equipment and materials, a walk away auditory training unit, an offset printing press, and additional office equipment.

The principle of the proposed program is to continue the multi-media approach for deaf children by strengthening the existing programs and by introducing new programs which would be most beneficial to the total education of the deaf child.

FINE ARTS and CRAFTS

Because of the increased use of arts and crafts in teaching the deaf and because of the natural expression seen in art, additional supplies and materials are needed to strengthen our existing arts and crafts program. These additional supplies will enable our instructor to explore areas in arts and crafts which have not been possible in previous years due to lack of funds. Approximately 188 students will participate in this area of the program.

ENGLISH—READING

Reading is so closely related to total language skills that it is an area of continuing concern in the education of deaf students. In order to offer an enriched reading program for our students it will be necessary to purchase additional supplies and materials, including basal and supplementary reading materials, filmstrips and films, diagnostic reading tests, reading laboratories, and duplicating materials.

ENGLISH—LANGUAGE ARTS

The existing audiovisual program has been most beneficial inasmuch as it has expanded and enriched the visual language program for the deaf. Through this program, the classroom teacher is able to broaden the chlid's experience in language skills through the use of overhead projectors, filmstrip projectors and movie projectors. Because of the expanded materials and additional equipment, it was necessary to employ a full-time audiovisual person to serve as the coordinator of the overall program. We would like to continue this person's services for the 1967-68 program to instruct the teachers as to the best use of the equipment and materials, and to insure the fullest and most profitable use of them.

In addition to the existing materials and equipment, it would be necessary to purchase additional overhead projectors, screens and tables so that all instructional classes may benefit from the language arts program.

ENGLISH—SPEECH and AUDITORY TRAINING

Due to the increased enrollment of hard of hearing students at the North Carolina School for the Deaf, it will be necessary to purchase an additional walk away auditory training unit. This type of unit gives the pupil and the teacher more freedom of movement and encourages and simplifies the task of individual speech development and speech correction. In the 1966-67 Title I program, a speech correctionist was secured in order to strengthen our program. It is impossible to secure a qualified person to fill this position and it is therefore discontinued.

RHYTHM PROGRAM FOR PRESCHOOL STUDENTS

It has been shown that the absence of an effective rhythm program results in poor speech habits. Therefore, it is desirable to set up a rhythm program for our preschool students so they may benefit as much as possible from music and rhythm. The entire program will consist of a 2 weeks workshop requiring the services of a specialist to demonstrate and establish new techniques for teaching rhythm to the deaf. In addition to the fee for these services, a small amount will be allotted for travel for this specialist.

PHYSICAL EDUCATION SPECIALIST

Due to the increased enrollment of multiple-handicapped students at the North Carolina School for the Deaf, it is necessary to establish a special physical education program with emphasis on physical therapy. In the past approximately 50 students throughout all grade levels have been unable to receive full benefit from the existing program because of physical handicaps other than deafness. The physical education specialist will work closely with selected persons through the school day and in group participation after school, in order to involve all students daily. It will be necessary to allow $200 for travel expense to enable this person to visit other physical therapy programs in the State in order to help establish an effective therapy program for the multiple-handicapped students at this school.

A student union building on the campus of the North Carolina School for the Deaf is nearing completion. There will be a physical therapy room in the new building with special equipment to be used for this area of the multi-media program.

OFFSET PRINTING

One program which was initiated under the original multi-media workshop was the offset printing program. The project consisted of a concentrated course in modern offset printing techniques which was started 2 weeks prior to the opening of school and continued through the academic year. Through the 1966-67 Title I program, one offset printing press, a proof-press and several items of supporting equipment were purchased. Under the 1967-68 Title I funds, we would like to continue support of this initial program by securing additional materials and supplies which are essential.

Approximately 40 boys will participate in the offset printing program. Since offset printing is a highly advanced skill compared to our regular curriculum, the participants are chosen by aptitude, interest, and opportunity for advanced vocational training and/or job placement.

OTHER—TEACHER AIDES

To continue successfully the multi-media program, it will be necessary to employ the services of 3 teacher aides. One of these persons will be placed in each of our academic departments. They will function under the direct supervision of the supervising teacher in each department and will be used where most needed in an effort to maintain adequately the different parts of the multi-media program.

LIBRARY SERVICE

Under the 1966-67 Title I program, the school was able to employ a full-time librarian. This activity enriched and expanded the reading and language program by utilizing the central library facilities in the 3 academic departments. The services of this librarian affected the total program for all 540 students enrolled at the North Carolina School for the Deaf by reaching the primary and elementary levels, as well as the high school students. We would like to continue the services of this individual under the 1967-68 Title I program.

GOVERNOR MOREHEAD SCHOOL

Project No. 68-313-0003

Title

Physical, Social and Emotional Orientation of the Visually Handicapped

Project Budget

$45,968

Children in Project and Grade Levels

581	K-12 and ungraded

ESEA Staff

11

IMPROVING LIBRARY FACILITIES and SERVICES

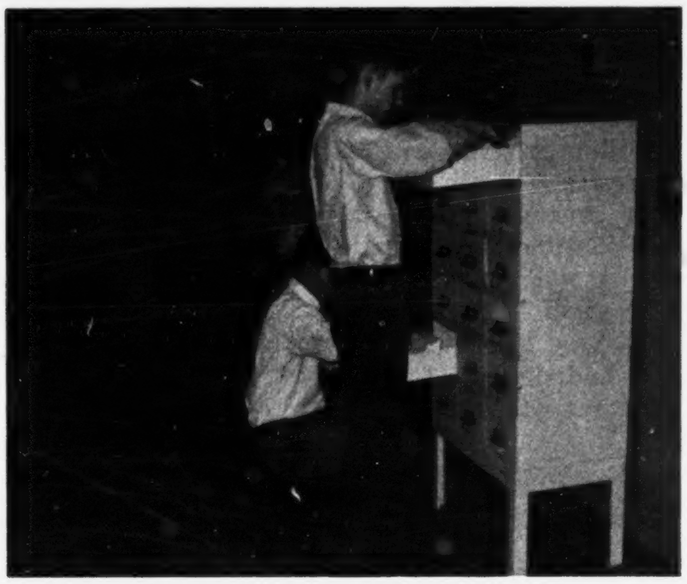
This is an extension of the same activity which was started at the end of last school year. In this activity, we propose to continue reorganization and expansion of our library facilities. We plan to assist teachers in developing teaching units. We also propose to develop day-to-day techniques of teaching students the purposes, functions, and uses of the library. We would like to continue the program to extended library hours.

In addition, the professional and paraprofessional staff will be encouraged to inform themselves about and use new information, in both subject matter and special educational fields, which the augmented professional library provides. We also propose to offer an inservice education workshop, Reading and Writing of Braille, to all new staff members working with the visually handicapped.

PHYSICAL, SOCIAL, and EMOTIONAL ORIENTATION OF THE VISUALLY HANDICAPPED

We anticipate that approximately 250 students will be involved in this activity.

Children will be selected to participate in this activity both on the basis of referrals from staff members and through self-referrals. In most cases, these staff members will be homeroom teachers of the students involved. However, houseparents will be encouraged to refer students or seek to have students refer themselves as the student recognizes needs.



Some of the objectives of this activity are:

- To improve the children's emotional and social stability.
- To remove infirmity complexes as reflected by poor vocal expression.
- To help students deal with interpersonal problems among students, between students and staff members, or with home related insecurities and misunderstandings.
- To help correct poor posture and build better body orientation.
- To reduce blindism.
- To improve premobility skills and encourage independence in mobility.
- To improve students' body images.
- To improve students' self-images and decrease discrepancies between ideal and real self-images.
- To seek guidance from specific specialists in physical therapy, speech therapy, etc., in aiding with individual problems.

We propose to offer a college credit course, "The Structure and Function of the Eye," to all members of our staff who desire it. Completion of this course should give our staff members a better understanding of the diseases and abnormalities associated with the eye. This course could also enable our staff members to understand all of our students and particularly their visual handicap, present visual functioning, and associated neurological difficulties and possible prognosis of individual students.

Title
Enhancement of Rehabilitation and General Training Programs at Murdoch Center

Project Budget
$28,237

Children in Project and Grade Levels

359	Pre-kindergarten— Elementary and ungraded

ESEA Staff
32

SOCIAL and CULTURAL ENHANCEMENT OF TRAINING PROGRAM

The activities in this area will include special classes in instrumental and choral music, field trips to locations of historical and artistic importance, more library training, and formal instruction in personal grooming, health habits, and sex education, in order that residents may be helped to progress to their maximum potential in social and vocational efficiency. This necessarily involves the use of special training instructors hired through ESEA funds in several of the above areas such as grooming, library training, instrumental and choral music, etc.

This program will provide the student with greater opportunities for becoming more socially and culturally consistent with the atmosphere and situations which he will encounter on his emergence into the outside community, and will provide some degree of vocational training which will allow him to use his leisure time in a way that will not be detrimental to his chances of becoming a successful community member.

The inservice training program for personnel is directed toward the general broadening of staff personnel in the field of mental retardation. This activity will provide opportunities for staff personnel to attend conferences, visit and associate with personnel of other institutions in planned and purposeful trips, and participate in inservice training groups and workshops. All of this should enhance their teaching effectiveness and instill fresh ideas and renewed enthusiasm for their instructional tasks. It is anticipated that the indirect benefits accruing to the students as a result of this activiity will strengthen their chances of achieving a happier and more productive life.

It is estimated that 359 students in the school program and 37 personnel will be involved in this activity during the school year.

GATEWAY HOUSE PROGRAM

A program to instill in residents, who are rehabilitation prospects, some degree of self-dependence and understanding of decisions which will be necessary for them to make with slight help, or none, upon entering the outside community. This is to be accomplished through the use of self-government procedures in their institutional domicile, through community trips for purposes of choosing and buying items for their own personnel needs, and through community trips for purposes of social and cultural experiences. These students cannot learn to manage their own money well because they seldom if ever have more than enough to purchase anything except those small personal items such as soft drinks, candy, cigarettes, etc. It is anticipated that these students will be required to purchase such things as haircuts, razor blades, toothpaste, and other ordinary personal necessities from this allowance rather than having these items furnished free by the institution as has been the procedure in the past.

The purpose of these two cottages, one for male and one for female residents, is to afford an atmosphere and activities conducive to the deinstitutionalization of our better rehabilitation prospects. In these houses residents gain social and cultural experiences through the use of self-government procedures and are limitedly "in charge of their own destinies."

There will be an average of approximately 30 students participating in this activity.

Title
Growth Through Enriched Educational Experiences

Project Budget
$23,942

Children in Project and Grade Levels
329 Ungraded

ESEA Staff
7

CULTURAL ENRICHMENT

The mental development of all O'Berry residents is slower than the development of others we consider "normal". The development of some may stop just a little short of the point of those who are normal—or a great deal short of it. The mentally retarded can be made much worse, or much better depending on which way the retarded person is treated. The great majority of mentally retarded persons cannot read and interpret well enough to enhance their knowledge through vicarious means. For them, the experience to have meaning must be concrete and real. The O'Berry resident's world is limited: first, because of his retardation and secondly, because life in the residential center limits the world which he is able to know and share.

A bus, purchased last year through ESEA, adequately served our needs in taking large groups of children out of town, to places of historical and social interest. However, the bus was inappropriate when the needs arose to transport, for academic purposes, small groups of students (classes) to places in the surrounding community or county. A 9 passenger van, as requested under this activity, would satisfy the students' needs for local field trips. Some field trips that will be taken are to the grocery stores, clothing stores, city hall, court room, and concerts and plays sponsored by local elementary and secondary schools.

REMEDIAL READING LABORATORY

This project will provide students with the necessary skills, methods and techniques which will enhance the pupil's opportunity to acquire information; to prepare him for self-sufficiency; to protect him; to help him become socially adjusted, use leisure time wisely, and to communicate with others. The program will remediate the reading deficiences of 2 or 3 pupils in each of several activities. There will be no ESEA personnel involved. However, inservice training will be provided for participating teachers.

PHYSICAL EDUCATION

Physical education is directed, purposeful activity concerned directly or indirectly with body movement. Desirable traits and skills, wholesome interests, attitudes and appreciations are developed through a variety of learning experiences.

Physical education classes should not exceed 12 students (66 enrolled in program) if the teacher is

to do the most efficient job of instructing the skills and techniques of the program.

One physical education teacher is employed in this activity. His opportunities for inservice training will be continued.

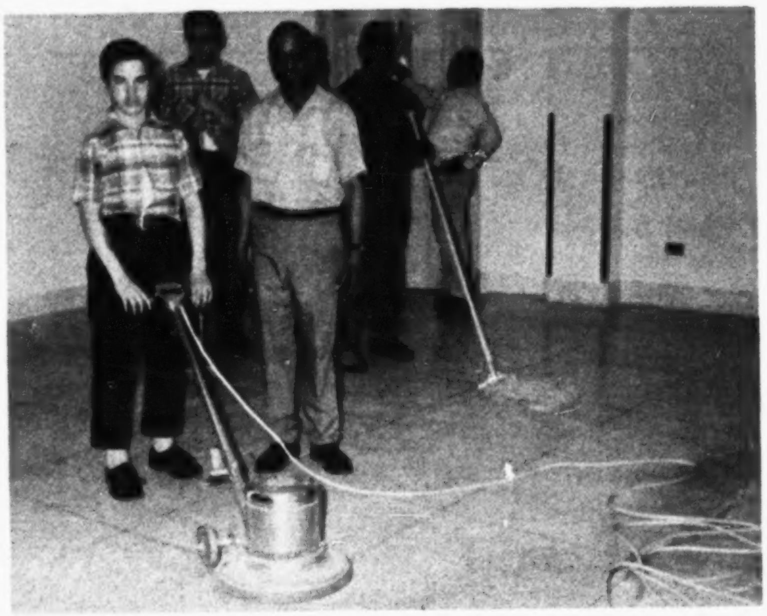
STUDENT WORK-EARN EXPERIENCE

This program shall be designed to train approximately 100 residential retardates, who are 13 years of age or older, through on-campus job experiences. Its ultimate goal is to develop proper vocational habits, skills, attitudes and orientation through actual work involvement, and the motivation for the same through earnings while working. Side effects of this program should be improvement in economics, social growth and job image.

Actual operation of the project will entail the assignment of student training to certain available on-campus applicable jobs on a half-day basis. The remainder of the day will be spent in provocational classroom settings to allow for theoretical and practical correlation and coordination; and for periodic evaluation to use as a tool for guidance, counseling, and teaching.

Involved in this activity will be one rehabilitation aide who will be provided inservice training.

These means will be used to facilitate interest and understanding of the work-earn incentive program and to maintain efficient and effective operation: (1) general meetings will be held periodically with all work students for the purpose of job orientation and directions; (2) personal discussions will be held with job area supervisors and students relative to assigned student job duties and performance; (3) field trips will be conducted to certain jobs for motivational purposes and for a more realistic self-image; (4) awards day will be held for work students for recognition of job or jobs well done; and (5) written data will be published on job progress, changes, and policies or regulations.



SPEECH LABORATORY

A speech language laboratory is necessary in order to identify those individuals with speech disorders and to begin a therapeutic speech program which will correct or improve students' speech deficiencies. This program will place emphasis on articulation difficulties. Some of the methods used will be: (1) ear training, (2) phonetic placement, (3) auditory stimulation and (4) negative practice. There will be no ESEA personnel involved. However, inservice training will be provided for participating teachers.

Title
Extending Services and Innovations for Mentally Handicapped Children

Project Budget
$26,293

Children in Project and Grade Levels
250 Ungraded

ESEA Staff
3

ARTS and CRAFTS

The arts and crafts laboratory employs differentiated materials, and techniques from the arts and crafts, to develop feelings of self-worth and of self-confidence on the part of students who attempt differentiated projects on the individual level of performance. Arts and crafts serves an estimated 100 children.

Younger children, both trainable and educable, who did not go to home economics or industrial arts were selected to participate in arts and crafts.

PSYCHODRAMA

This activity employs improvisation and differentiated scripts, costumes, lights, and other materials geared toward the emotional and developmental needs of the students. It is planned to have about 100 students in this activity.

Last summer a college student experimented with this activity and used classroom groups of children. In general, her response was best using the older educable children. The trainable children seemed to lack the empathy to understand the role of someone else.

The objective of the activity was to release, in an approved fashion, some of the emotional drives and to improve the self-understanding of students. We were not able to obtain the services of a teacher trained in psychodrama and were hesitant to attempt any deep seated emotional problem-solving. However, participation in a class project together was considered quite an accomplishment.

TEACHER-CONSULTANT TO SPRUCE and PINE COTTAGES

This subproject employs a teacher-consultant to work as a "helping teacher" with the cottage parents of Spruce and Pine Cottages where severely and profoundly retarded boys and girls live. The cottage parents use differentiated materials and methods of instruction, including a token-reward program, to remediate the training deficiencies of approximately 80 students. Because we could not obtain an experienced teacher for trainable children, this program has been carried on during the winter as part of the job of two regular teachers and was not counted as operating under ESEA, Title I. However, during the summer a college student was assigned to fill this position.

The children from Spruce and Pine were grouped by the cottage parents and nurses into 3 groups. The first group profited best from classroom-like activities. These responded best to the token program. Group 2 responded less to the classroom and better to the token program. Group 3 has improved slowly but has not made a big response to either.

BUS—CULTURAL ENRICHMENT

The purpose of the Bus Cultural Enrichment Project was to give the children field trips and experiences outside the Center which would approach those field trips done by students in normal public schools. Thus, the experiences of the nonambulatory children and other children at the Center could be stimulating for new learning experiences and could reduce institutionalization and nonparticipation in the world around them.

The teachers participated with very creative suggestions and plans for field trips. They suggested such things as visits to concerts, high school band practices, police stations, fire departments, grocery stores, restaurants, zoos, court houses, shopping centers, and other such activities.

EASTERN NORTH CAROLINA SCHOOL FOR THE DEAF (Wilson) Project No. 68-313-0007

Title
Training Workshops

Project Budget
$9,385

Children in Project and Grade Levels
30 Pre-K

ESEA Staff
18

WORKSHOP FOR PRESCHOOL DEAF CHILDREN and THEIR MOTHERS

Families discovering they have a deaf or hearing-impaired child usually are at a loss as to how to cope with the problems involved. These families need guidance and assistance in order to assist their children develop to the maximum of their capabilities.

A 2-week workshop is planned during the summer of 1968 for 30 hearing-impaired children, age 2-5 years, and their mothers. The workshop is for the purpose of disseminating information, providing guidance for the family, helping the family adjust to the problem, and instructing the mother in how to work with the deaf child. This workshop will be followed up with 6 weekly visits by the instructors to the homes of participants for further instruction, guidance, and demonstrations for the entire family.

Teachers will use their own cars for weekly visits to the home. Mileage will be paid at 8¢ per mile.

Mother and child will remain in the school for the workshop as these families will be from various sections of Eastern North Carolina and will be unable to commute. Instruction will utilize films, printed literature, lectures and demonstrations.

The following criteria will be used in selecting participants:

- **Families must be residents of the 51 Eastern North Carolina counties served by this school**
- **Mothers must volunteer for the workshop**
- **Children must be between the age of 2 and 5 years**
- **Children must have a moderately severe hearing impairment**
- **Mothers and children must not have participated in a preschool program for hearing-impaired children such as the speech and hearing clinic programs at Duke Hospital (Durham) or Memorial Hospital (Chapel Hill)**

INSERVICE TRAINING FOR TEACHERS IN MODERN MATH

Modern mathematics has been added to this school's curriculum. The teaching staff needs a basic foundation so they can instruct properly the 162 attending students.

A 32 clock hour inservice course in elementary modern mathematics will be conducted for the 21 teachers employed. A mathematics professor from Atlantic Christian College (Wilson) will conduct the course. The course is planned for 2 certificate-renewal credit hours.

WRIGHT CENTER

Project No. 68-313-0008

Title

Inservice Training Program for Teachers of Emotionally Disturbed Children

Project Budget

$1,440

Children in Project and Grade Levels

24	K-Elementary

ESEA Staff

2

INSERVICE TRAINING PROGRAM FOR TEACHERS OF EMOTIONALLY DISTURBED CHILDREN

A series of 3 workshops is planned for November, 1967, through August, 1968. The general purpose of these workshops is to provide opportunities for directors of education, principals, and teachers of the 5 North Carolina centers dealing with disturbed children to:

- Observe deviate behavior in a group.
- Isolate direct causes of deviate behavior.
- Observe and study methods utilized by trained teachers to deal effectively with this behavior.
- Observe particular problems in individual children.
- Observe and study methods utilized in dealing with these individual problems.
- Relate learnings to curriculum development for these children.

The initial workshop is planned for the directors and principals of the five centers and will be a full day in length. The purpose for the initial workshop is to arrive at goals, based on priority of needs in the centers, in the area of teaching disturbed children.

The second and third workshops will be two days in duration. These will be open to the teachers employed by the Department of Mental Health in the five mental health centers.

As the administrative, supervisory, and educational teaching staff at Wright School are trained in the area of the emotionally disturbed, they will be doing the inservice teaching themselves.

NORTH CAROLINA BOARD OF JUVENILE CORRECTION

Project No. 68-0159

Title

Language Arts for Juvenile Delinquents

Project Budget

$70,454

Children in Project and Grade Levels

1,995

ESEA Staff

9 (plus 44 whose salaries are not paid by Title I funds)

LANGUAGE ARTS FOR JUVENILE DELINQUENTS

Seven teachers, one coordinator, and one clerk-typist are included in the project budget. In addition to staff provided by the project, approximately 44 teachers having responsibility for language arts instruction in the seven schools will participate in the project, "Language Arts for Juvenile Delinquents."

The seven teachers included in the project budget will provide special reading classes at each school on both the elementary and secondary level. They will work cooperatively with the members of the school staff in providing language arts instruction with a wide range of activities in listening, reading, writing, and speech, with the expectation of reducing social and linguistic isolation.

A language arts coordinator will work with approximately 61 staff members at the seven schools involved in the total project.

A clerk-typist will be employed to provide clerical work required by the overall project and to assist the language arts coordinator.

Culturally disadvantaged children lack the experiences and the background that makes academic learning advantageous. They lack experience with the activities and objects mentioned in textbooks. At home they have not been told familiar stories, nor have they been read to. They have undergone few experiences to discuss in the classroom.

Records, tapes, and other audiovisual materials and equipment will be used to give the students every advantage possible in the classroom. Each school will maintain a listening center where pupils may come during free periods to hear records that supplement classroom work.

Each child enrolled at a training school attends academic and vocational classes for 5 days per week on a 12 month basis. Each child will continue to participate in the established language arts program 5 days per week for 48 weeks per year to meet State minimum requirements.

In addition to the regular language arts program, remedial reading classes will be conducted by the project teachers at the elementary and high school level. Children who are not only failing to work up to

their grade placement level, but who are also failing to perform up to their reading potential level, will be enrolled in the special classes. A careful evaluation of the child's present reading level will be made and specific areas of reading strengths and weaknesses will be determined before enrollment in special reading classes.

The methodologies used in these classes will not necessarily be unique. They may involve methods commonly used in teaching reading initially, with a few minor adaptations that take into consideration the student's older age, apparently negative activities, previous lack of success, and restricted experiential background.

WHERE IN THE WORLD ARE WE GOING?

*STATISTICAL INFORMATION FROM THE TITLE I PROJECTS FOR FISCAL 1968**

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*THIS COVERS ORIGINAL PROJECT PROPOSALS MADE BY LOCAL EDUCATIONAL AGENCIES FOR FISCAL 1968, BUT DOES NOT INCLUDE PROJECTS SUBMITTED BY THE SPECIAL SCHOOLS LISTED ON PAGE 369.

PARTICIPATION BY INSTRUCTIONAL AREAS

Code	Area	Number of Children		Original Budget	Number of Units	
		Public and Not Enrolled	Non-Public		Winter	Summer
111	Art	67,675	310	$ 578,710.62	36	3
112	Business Education	4,774	2	174,185.36	16	1
113	Cultural Enrichment	162,054	1,926	1,605,979.92	68	23
114	English — Reading	244,700	552	14,837,911.33	154	26
115	English — Speech	33,515		1,046,443.00	18	7
117	Foreign Language	150		500.00	1	0
118	Home Economics	2,039		42,466.63	7	1
119	Industrial Arts	657		39,557.00	4	0
120	Mathematics	36,265	80	582,988.63	21	5
121	Music	90,025	59	963,001.76	52	9
122	Health — Physical Education	76,199	114	638,046.93	35	11
123	Natural Science	30,229		316,442.67	14	5
124	Social Science	36,294		441,242.77	13	4
125	Vocational Education	8,683		555,645.98	15	4
126	Other — Kindergarten	9,563		1,828,787.35	24	17
126	Other — Teacher Aides and Library Aides	56,744	106	2,563,947.24	41	7
126	Other — Reduction of Class Size (Additional Teaching Staff)	4,669		467,337.38	16	0
126	Other — Special Education	5,181	2	453,331.94	22	0
126	Other — Miscellaneous	7,636	170	517,537.00	10	2

111 — ART

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Bertie	4,095		$ 21,846.00	W,S
Bladen	2,169		63,035.00	W
Lenoir City	325		6,835.00	W
Cleveland	3,000		10,750.00	W
Columbus	4,075		37,965.00	W,S
Whiteville	791		8,000.00	W
Fayetteville	1,947		7,800.00	W
Durham City	1,470		13,689.00	W
Edgecombe	4,269		20,000.00	W
Tarboro	850		6,725.00	W
Forsyth	989	10	43,576.00	W
Gates	1,021		12,248.00	W
Graham	400		10,869.00	W
Greene	2,110		24,080.00	W
Roanoke Rapids	600		1,150.00	W
Hertford	3,000		7,000.00	W
Statesville	1,280		10,133.00	W
Johnston	3,310		22,430.00	W
Lee	1,209		7,000.00	W
Lenoir County	3,851		29,585.00	W
Kinston	500		13,000.00	W

111 — ART (continued)

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Marion	2,406		$ 9,177.00	W
Pitt	3,871		23,144.00	W
Greenville	460		7,450.00	W
Polk	735		5,500.00	W
Maxton	733		2,000.00	W,S
Red Springs	300		3,250.00	W
Sampson	1,100		5,000.00	W
Clinton	1,000		20,608.00	W
Stokes	791		28,637.00	W
Transylvania	2,685		6,717.00	W
Raleigh	944		12,906.62	W
Wayne	2,699		19,605.00	W
Goldsboro	900		30,000.00	W
Wilkes	3,129		17,000.00	W
Wilson City	1,661	300	10,000.00	W,S

112 — BUSINESS EDUCATION

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Ashe	300		$ 20,000.00	W
Thomasville	78		7,802.00	W
Franklin	300		18,096.00	W
Graham	25		1,648.00	W
Halifax	1,000		20,000.00	W
Roanoke Rapids	20		2,000.00	W
Hoke	60		8,000.00	W,S
Madison	400		29,756.00	W
Mecklenburg	30	2	8,500.00	W
Pitt	567		11,491.00	W
Greenville	32		8,928.00	W
Richmond (No. 2)	Not Stated		—0—	Not Stated
Richmond (No. 4)	300		2,900.00	W
Clinton	100		8,900.00	W
Scotland	1,150		6,000.00	W
Warren	200		10,664.36	W
Wayne	212		9,500.00	W

113 — CULTURAL ENRICHMENT

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Burlington	2,000		$ 14,600.00	W
Alleghany	650		1,000.00	W
Anson	1,875		18,868.00	W
Beaufort	2,664		7,603.00	W
Washington City	913	35	10,000.00	W
Bertie	2,137		38,996.00	W,S
Burke	1,048		3,559.00	W
Cabarrus	625		10,313.00	W
Camden	300		2,500.00	W,S
Caswell	2,590		24,000.00	W
Catawba	210		16,237.00	W
Edenton-Chowan	1,725		3,000.00	W,S
Columbus	4,075		5,593.00	W,S
Whiteville	1,161		3,500.00	W
Cumberland	4,800		100,000.00	W,S
Fayetteville	607		2,900.00	W
Thomasville	175		12,263.00	S
Durham City	5,487		10,750.00	W
Edgecombe	5,672		22,000.00	W
Forsyth	615	40	28,500.00	W
Gaston	2,458	450	54,515.00	W
Gates	1,353		13,350.00	W
Granville	3,208	700	104,240.00	W,S
Greensboro	2,322		4,000.00	W
High Point	200		28,703.00	S
Halifax	8,000		3,000.00	S
Haywood	1,900	25	86,500.00	W
Henderson County	1,109	220	7,500.00	W,S
Hertford	3,000		2,000.00	W
Hoke	2,600		43,000.00	W,S
Hyde	661		1,500.00	W
Jones	750		2,200.00	W
Lee	1,209		2,000.00	W
Lenoir County	3,851		29,585.00	W
Mecklenburg	560		5,500.00	W,S
Mitchell	1,098		26,451.01	W
Montgomery	2,315		15,037.00	W
Moore	4,086		14,289.00	W
Nash	5,300		26,402.00	W,S
New Hanover	3,782	5	63,656.00	W,S
Chapel Hill	701		20,000.00	W
Pasquotank-Elizabeth City	1,700	80	20,000.00	W
Perquimans	1,176		30,667.00	W
Pitt	7,644		27,031.00	W
Greenville	1,008	71	1,000.00	W
Polk	580		4,693.00	W
Richmond (No. 1)	1,200		19,000.00	W
Richmond (No. 3)	500		15,000.00	W
Robeson	10,352		103,335.00	W,S
Fairmont	1,092		18,444.00	W,S
Lumberton	1,100		12,640.00	W
Maxton	604		2,000.00	W,S
Red Springs	600		4,415.00	W
Saint Pauls	794		5,150.00	W,S

113 — CULTURAL ENRICHMENT (continued)

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Rutherford	2,100		$ 6,680.51	W
Sampson	8,000		20,500.00	W
Scotland	5,095		12,500.00	W,S
Surry	2,476		50,000.00	W
Swain	1,111		10,827.00	W
Union	1,425		10,100.00	W,S
Henderson City	1,446		3,700.00	W,S
Wake	5,973		97,425.00	W
Warren	2,460		5,395.60	W
Washington County	600		4,365.00	W
Wayne	4,260		94,998.80	W
Wilkes	3,129		50,000.00	W
North Wilkesboro	500		200.00	W
Wilson County-Elm City	800		36,320.00	W,S
Wilson City	2,052	300	5,500.00	W,S
Yadkin	1,262		41,000.00	W
Yancey	1,223		3,483.00	W

114 — ENGLISH—READING

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Alamance	1,269		$ 63,556.00	W
Burlington	2,000	168	73,106.00	W
Alexander	623		68,639.00	W
Alleghany	650		38,900.00	W
Anson	4,036		290,000.00	W
Ashe	1,972		121,000.00	W
Avery	900		131,956.00	W
Beaufort	2,664		53,850.00	W
Washington City	913	120	95,000.00	W
Bertie	3,695		152,765.00	W
Bladen	2,169		95,300.00	W
Brunswick	2,300		20,394.00	W
Buncombe	3,153		244,953.00	W
Asheville	800		204,932.00	W
Burke	846		55,884.00	W
Glen Alpine	227		17,755.00	W
Morganton	280		50,296.00	W
Cabarrus	550		115,900.00	W
Concord	300		18,465.00	W
Kannapolis	680		60,109.00	W,S
Caldwell	857		16,500.00	W,S
Lenior City	325		21,574.00	W
Camden	325		38,406.00	W,S
Carteret	1,524		67,174.00	W
Caswell	1,787		126,300.00	W

114 — ENGLISH—READING (continued)

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Catawba	100		$ 20,331.00	W
Hickory	426		65,418.00	W
Newton	150		14,187.76	W
Chatham	1,921		122,297.00	W
Andrews	135		32,765.00	W
Murphy	700		58,303.00	W
Chowan-Edenton	1,000		57,512.00	W
Clay	205		44,280.00	W
Cleveland	1,438		185,308.00	W
Kings Mountain	760		35,365.00	W
Shelby	700		18,321.00	W
Columbus	4,075		435,784.00	W,S
Whiteville	1,161		86,389.00	W
Craven	2,680		178,620.00	W
New Bern	1,355	31	135,764.00	W
Cumberland	3,700		50,000.00	W
Fayetteville	2,452		101,990.00	W
Currituck	568		31,375.00	W
Dare	478		22,600.00	W
Davidson	410		69,832.00	W
Lexington	617		60,661.00	W,S
Thomasville	239		18,355.00	W
Davie	490		45,388.00	W
Duplin	3,493		329,901.00	W
Durham County	1,650		42,312.00	W
Durham City	5,487		195,440.00	W
Edgecombe	3,977		50,000.00	W
Tarboro	800		17,415.00	W,S
Forsyth	1,921	15	264,178.00	W
Franklin	2,366		17,562.00	W
Franklinton	208		49,400.00	W
Gaston	936	20	76,231.00	W
Cherryville	172		11,764.00	W
Gastonia	1,783		128,283.00	S
Gates	360		30,650.00	W
Graham	500		32,005.00	W
Granville	3,283		158,784.00	W,S
Greene	2,567		50,979.00	W
Greensboro	307		15,700.00	W
High Point	350	7	48,131.00	S
Halifax	6,000		133,954.00	W
Roanoke Rapids	700		5,012.00	W
Weldon	1,500		15,375.00	W
Harnett	3,217		197,823.00	W
Haywood	1,825		78,000.00	W
Henderson County	925		30,755.00	W,S
Hendersonville	374		11,340.00	W,S
Hertford	3,000		140,500.00	W
Hoke	2,564		150,734.00	W,S
Hyde	694		28,000.00	W,S
Iredell	878		192,218.00	W,S
Mooresville	300		40,701.00	W,S
Statesville	448		56,000.00	W
Jackson	1,280		47,577.00	W

114 — ENGLISH—READING (continued)

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Johnston	1,860		$ 168,518.00	W
Jones	1,340		32,525.00	W
Lee	1,425		41,500.00	W
Sanford	553		20,222.63	W
Lenior	2,691		42,000.00	W
Kinston	2,552		50,000.00	W
Lincoln	939			W
Lincolnton	406		57,468.00	W
Macon	984		106,303.00	W
Madison	1,020		95,523.00	W
Martin	3,215		332,337.00	W
McDowell	490		89,143.00	W
Marion	2,406		19,894.00	W
Mecklenburg	302	10	17,000.00	W
Mitchell	1,098		68,134.45	W
Montgomery	2,315		120,837.00	W
Moore	4,086		242,977,00	W
Nash	4,150		285,404.00	W,S
Rocky Mount	836		74,265.00	W
New Hanover	2,245	1	211,324.00	W
Northampton	5,970		380,295.00	W
Orange	120		58,127.00	W
Chapel Hill	701		28,016.00	W
Pamlico	250		57,122.00	W
Pasquotank-Elizabeth City	1,700	20	66,486.00	W
Pender	1,350		144,078.00	W
Perquimans	1,176		77,640.00	W
Person	2,952		269,271.00	W,S
Pitt	6,124		92,203.58	W
Greenville	961	75	23,000.00	W
Polk	580		35,548.00	W
Tryon	200		24,300.00	W
Randolph	1,384		87,192.00	W
Asheboro	786		22,618.00	W
Richmond (1)	750		74,200.00	W
(2)	475	20	44,000.00	W
(3)	500		47,660.00	W
Robeson	7,000		592,259.00	W,S
Fairmont	875		96,450.00	W,S
Lumberton	1,120		76,709.00	W
Maxton	1,301		50,000.00	W,S
Red Springs	700		33,760.00	W
St. Pauls	701		65,875.00	W,S
Rockingham County	1,000		48,249.75	W
Leaksville	400		25,589.00	W,S
Madison-Mayodan	135		36,239.00	W
Reidsville	1,350		41,888.00	W
Rowan	2,200		55,485.00	W
Salisbury	370	6	73,000.00	W
Rutherford	1,849		81,567.15	W
Sampson	8,000		280,000.00	W
Clinton	1,200		40,705.75	W
Scotland	5,125		42,000.00	W,S
Stanly	611		56,000.00	W

114 — ENGLISH—READING (continued)

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Albemarle	325		$ 30,000.00	W
Stokes	1,696		160,717.00	W
Surry	2,476		87,818.00	W
Mount Airy	902		46,095.05	W
Swain	851		78,534.00	W
Transylvania	2,685		7,835.00	W
Tyrrell	565		62,812.00	W
Union	1,629		172,297.00	W,S
Monroe	451		32,825.00	W
Vance	500		128,424.00	W
Henderson	548		88,345.27	W,S
Wake	4,911		537,555.00	W
Raleigh	2,042		33,800.00	W
Warren	2,500		123,949.08	W
Washington	616		112,207.00	W
Watauga	600		45,000.00	W
Wayne	3,511		141,582.50	W
Goldsboro	400		137,404.00	W
Wilkes	3,129		209,513.00	W
N. Wilkesboro	500		47,704.00	W
Wilson County-Elm City	1,000		233,310.00	W
Wilson City	1,993	59	113,887.00	W,S
Yadkin	700		55,639.00	W
Yancey	871		67,466.36	W

115 — ENGLISH—SPEECH

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Beaufort	2,664		$ 26,925.00	W
Bladen	2,603		75,500.00	W
Concord	300		18,465.00	W
Caldwell	125		9,950.00	S
Camden	325		19,200.00	W,S
Caswell	1,785		57,800.00	W
Chowan-Edenton	1,520		57,512.00	W
Craven	2,180		72,300.00	W
Cumberland	3,700		50,000.00	W
Harnett	3,217		197,824.00	W
Hertford	3,000		110,330.00	W,S
Statesville	1,280		41,589.00	W
Lee	160		13,000.00	W
Nash	550		73,598.00	W,S
Pender	1,350		132,000.00	W
Person	40		450.00	W,S
Maxton	982		44,000.00	W,S
Scotland	5,015		38,000.00	W,S
Raleigh	2,719		8,000.00	W

117 — FOREIGN LANGUAGE

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Murphy	150		$ 500.00	W

118 — HOME ECONOMICS

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Roanoke Rapids	75		$ 525.00	W
Pitt	640		16,155.56	W
Greenville	24		6,515.00	W
Richmond (No. 4)	350		3,400.00	W
Leaksville	100		1,480.00	W,S
Raleigh	550		6,000.00	W
Warren	300		8,391.07	W

119 — INDUSTRIAL ARTS

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Hyde	87		$ 15,000.00	W
Pitt	225		11,007.00	W
Richmond (No. 4)	225		4,550.00	W
Madison-Mayodan	120		9,000.00	W

120 — MATHEMATICS

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Washington City	913	80	$ 32,000.00	W
Bladen	2,169		45,000.00	W
Burke	846		45,970.00	W
Caldwell	45		3,350.00	S
Thomasville	175		19,421.00	S
Duplin	3,454		5,000.00	W
Forsyth	546		87,402.00	W

120 — MATHEMATICS (continued)

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Cherryville	60		$ 3,932.00	W
Granville	2,608		71,044.00	W,S
Greene	2,567		2,337.00	W
Halifax	6,000		40,000.00	W
Roanoke Rapids	675		1,000.00	W
Haywood	1,800		35,799.00	W
Hendersonville	333		11,339.00	W,S
Sanford	553		17,222.63	W
Lenoir County	3,851		29,585.00	W
Rocky Mount	546		10,307.00	W
Leaksville	400		25,588.00	W,S
Scotland	4,863		24,500.00	W
Monroe	451		19,806.00	W
Raleigh	135		6,000.00	W
Wilson City	2,052		20,000.00	W
Yancey	1,223		26,386.00	W

121 — MUSIC

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Alleghany	650		$ 6,000.00	W
Ashe	2,275		27,500.00	W
Avery	970		27,720.00	W
Bertie	3,895		18,996.00	W
Bladen	2,169		47,000.00	W
Burke	1,048		14,992.00	W
Glen Alpine	227		9,100.00	W
Murphy	700		9,726.00	W
Clay	350		6,157.00	W
Cleveland	3,000		11,138.00	W
Shelby	700		8,500.00	W
Columbus	4,075		40,241.00	W,S
Fayetteville	1,149		17,710.00	W
Durham County	1,740		18,940.00	W
Franklin	1,792		1,000.00	W
Gaston	2,458		7,579.00	W
Gastonia	818		6,800.00	W,S
Gates	1,353		19,145.00	W
Graham	300		9,950.00	W
Greene	2,383		23,958.00	W,S
Greensboro	400		11,412.10	W
Roanoke Rapids	600		3,500.00	W
Hyde	458		5,000.00	W
Jackson	200		6,988.00	W
Johnston	6,779		86,863.00	W
Lee	1,209		7,000.00	W

121 — MUSIC (continued)

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Lenoir County	3,851		$ 29,585.00	W
Macon	410		22,000.00	W
Marion	2,406		9,285.00	W
Person	3,245		5,476.00	W,S
Pitt	3,206		61,668.00	W
Polk	580		13,782.00	W
Fairmont	1,092		6,000.00	W
Lumberton	35		3,655.00	W
Maxton	999		7,000.00	W,S
Red Springs	550		8,750.00	W
Saint Pauls	794		8,000.00	W,S
Madison-Mayodan	135		1,400.00	W
Sampson	5,000		25,400.00	W
Clinton	1,000		16,072.25	W
Scotland	5,125		12,000.00	W,S
Stokes	685		33,092.00	W
Transylvania	2,685		6,933.00	W
Union	1,199		25,550.00	W,S
Raleigh	2,042		12,400.00	W
Warren	2,567		28,678.41	W
Watauga	1,000		37,000.00	W
Wayne	2,699		39,812.00	W
Goldsboro	800		30,000.00	W
Wilkes	3,129		28,548.00	W
Wilson City	2,293	59	16,000.00	W,S
Yadkin	800		22,000.00	W

122 — HEALTH—PHYSICAL EDUCATION

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Alleghany	650		$ 10,000.00	W
Ashe	1,050		17,600.00	W
Beaufort	2,664		15,899.00	W
Bladen	868		10,000.00	W
Buncombe	3,153		44,000.00	W
Murphy	690		1,484.00	W
Cleveland	3,000		11,138.00	W
Fayetteville	2,152		7,600.00	W
Forsyth	220		1,564.00	W
Greene	2,132		8,293.00	W
Halifax	Not Stated		16,362.00	Not Stated
Roanoke Rapids	500		900.00	W
Hoke	2,600		4,000.00	W,S
Statesville	120		7,393.00	W
Lenoir County	3,851		36,825.00	W
Macon	1,040		22,000.00	W
Mitchell	1,098		11,705.39	W

122 — HEALTH—PHYSICAL EDUCATION (continued)

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Nash	5,300		$ 36,875.00	W,S
New Hanover	2,637	3	55,539.00	W,S
Pasquotank-Elizabeth City	1,130	80	45,000.00	W,S
Perquimans	700		8,184.00	W
Pitt	5,437		35,981.00	W
Greenville	224	31	6,470.00	W
Robeson	10,352		51,760.00	W,S
Fairmont	800		1,663.00	W,S
Maxton	1,047		8,000.00	W,S
Saint Pauls	794		2,000.00	W,S
Leaksville	250		4,000.00	W
Rutherford	125		3,839.94	S
Sampson	5,000		15,000.00	W
Clinton	1,000		21,564.50	W
Scotland	5,212		38,000.00	W,S
Surry	2,476		25,000.00	W
Transylvania	2,685		12,230.00	
Union	300		3,275.00	W,S
Raleigh	2,042		12,000.00	W
Warren	2,000		7,902.10	W
Goldsboro	900		17,000.00	W

123 — NATURAL SCIENCE

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Caldwell	40		$ 3,300.00	S
Cherryville	40		3,932.00	W
Granville	2,608		71,044.00	W,S
Halifax	6,000		45,000.00	W
Roanoke Rapids	424		1,500.00	W
Hendersonville	374		11,339.00	W,S
Sanford	553		17,222.63	W
Lenoir County	3,851		29,585.00	W
Nash	2,200		8,778.00	W
Fairmont	375		990.00	W,S
Sampson	3,000		37,000.00	W
Scotland	5,116		16,000.00	W,S
Surry	2,476		40,000.00	W
Watauga	100		7,500.00	W
Wayne	3,072		23,252.04	W

124 — SOCIAL SCIENCE

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Caldwell	40		$ 3,300.00	S
Caswell	1,783		53,300.00	W
Granville	Not Stated		—0—	Not Stated
Halifax	6,000		106,176.00	W
Roanoke Rapids	383		1,500.00	W
Hendersonville	374		11,339.00	W,S
Hoke	2,600		4,000.00	W
Lee	1,209		21,500.00	W
Sanford	553		17,222.62	W
Lenoir County	3,851		29,585.00	W
Richmond (No. 3)	250		15,000.00	W
Robeson	10,352		73,000.00	W,S
Scotland	5,200		25,000.00	W,S
Surry	2,476		40,000.00	W
Yancey	1,223		40,320.15	W

125 — VOCATIONAL EDUCATION

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Bertie	25		$ 22,463.00	W
Bladen	200		2,500.00	W
Caldwell	319		11,502.00	W
Franklin	240		18,096.00	W
Granville	300		7,200.00	W,S
Roanoke Rapids	175		1,000.00	W
Mitchell	1,098		8,389.29	W
Nash	500		198,977.00	W,S
Pitt	1,062		145,680.00	W
Richmond (No. 4)	130		3,360.00	W
Robeson	2,550		79,493.21	W,S
Fairmont	90		1,180.00	S
Red Springs	60		7,950.00	W
Scotland	1,434		15,000.00	W
Surry	400		20,000.00	W
Warren	100		12,855.48	W

126 — OTHER—KINDERGARTEN

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Beaufort	250		$ 40,997.00	W
Washington City	185	30	28,000.00	W,S
Bertie	400		118,661.00	W,S
Buncombe	24		16,500.00	W
Kannapolis	160		9,100.00	S
Catawba	160		26,497.00	W
Columbus	80		65,453.00	W
Cumberland	1,100		80,000.00	S
Lexington	120		17,000.00	W,S
Davie	40		35,059,00	W
Duplin	700		257,500.00	W
Durham County	60		18,000.00	W
Edgecombe	225		95,000.00	W
Tarboro	45		13,100.00	W
Granville	Not Stated		—0—	Not Stated
Guilford	50		14,170.00	W
High Point	200		Not Stated	S
Halifax	Not Stated		45,000.00	Not Stated
Roanoke Rapids	200		48,050.00	W
Weldon	125		17,987.00	S
Henderson County	220		13,400.00	S
Hertford	340		21,000.00	S
Mooresville	80		7,225.00	S
Kinston	240		48,000.00	W
Martin	400		62,330.00	S
Mecklenburg	560		320,351.00	W,S
Nash	600		50,001.00	S
Rocky Mount	210		58,430.00	W
New Hanover	3	321	20,917.00	W
Northampton	400		48,237.00	W
Orange	150		43,086.00	W
Person	500		11,865.00	S
Asheboro	50		18,683.00	W
Richmond (No. 2)	80	10	24,000.00	W
Reidsville	90		33,468.00	W
Rutherford	570		78,144.35	W,S
Tyrrell	85		13,000.00	S
Wilson County-Elm City	500		10,576.00	S

126 — OTHER—TEACHER AIDES (AND LIBRARY AIDES)

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Alamance	420		$ 2,310.00	W
Alleghany	Not Stated		—0—	Not Stated
Ashe	Not Stated		—0—	Not Stated
Beaufort	2,664		78,217.00	W
Bladen	Not Stated		—0—	Not Stated
Brunswick	2,300		141,853.00	W
Morganton	Not Stated		—0—	Not Stated
Concord	300		10,280.00	W
Kannapolis	860		24,975.00	W,S
Caldwell	420		47,080.00	W
Catawba	360		28,090.00	W
Newton	504		12,747.24	W
Cherokee	584		25,640.00	W
Andrews	120		5,940.00	W
Chowan-Edenton	Not Stated		—0—	Not Stated
Dare	165		9,325.00	W
Thomasville	611		7,460.00	W
Durham County	Not Stated		38,490.00	W
Edgecombe	4,269		168,300.00	W
Tarboro	800		50,200.00	W
Franklin	Not Stated		42,000.00	W
Gaston	860		139,554.00	W
Greene	3,116		66,021.00	W
Guilford	1,320		91,400.00	W
Greensboro	620		49,445.00	W
High Point	1,092	200	32,130.00	W,S
Weldon	1,500		37,415.00	W,S
Henderson County	1,853		86,200.00	W,S
Hyde	458		12,000.00	W,S
Statesville	212		4,138.00	W
Johnston	12,588		456,788.00	W
Jones	1,340		60,500.00	W
Kinston	2,550		50,000.00	W
Marion	2,406		8,946.00	W
Mecklenburg	560		92,530.00	W,S
Onslow	3,334		401,279.00	W
Chapel Hill	198		3,200.00	W
Pamlico	250		26,423.00	W
Pasquotank-Elizabeth City	1,900	99	68,200.00	W
Richmond (No. 1)	Not Stated		—0—	Not Stated
Red Springs	376		(Included in English-Reading)	W W
Madison-Mayodan	180		3,000.00	W
Rowan	2,200		75,226.00	W
Scotland	Not Stated		—0—	Not Stated
Stanly	611		39,000.00	W
Transylvania	779		14,775.00	W
Henderson City	1,571		16,370.00	W,S
Watauga	300		36,500.00	W

126 — OTHER—REDUCTION OF CLASS SIZE (ADDITIONAL TEACHING STAFF)

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Alamance	1,269		$ 105,629.00	W
Alleghany	Not Stated		—0—	Not Stated
Bladen	Not Stated		—0—	Not Stated
Cherokee	100		18,222.00	W
Andrews	30		5,472.00	W
Shelby	200		36,500.00	W
Whiteville	Not Stated		—0—	Not Stated
Thomasville	70		8,755.00	W
Durham County	65		13,309.00	W
Tarboro	100		11,825.00	W
Greene	293		33,974.00	W
Weldon	150		11,596.00	W
Jones	1,340		60,500.00	W
Red Springs	25		6,950.00	W
Madison-Mayodan	24		5,000.00	W
Scotland	Not Stated		—0—	Not Stated
Elkin	143		18,244.00	W
Henderson City	60		9,343.00	W
Raleigh	525		62,018.38	W
Watauga	275		60,000.00	W

126 — OTHER—SPECIAL EDUCATION

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Alleghany	45		$ 6,000.00	W
Bladen	128		12,000.00	W
Chatham	36		12,719.00	W
Murphy	Not Stated		—0—	Not Stated
Cleveland	224		118,595.00	W
Durham County	281		11,335.00	W
Durham City	317		17,000.00	W
Gates	36		17,411.00	W
Granville	75		3,000.00	W
Greensboro	714		20,735.00	W
High Point	212		1,200.00	W
Hertford	107		Paid by State	W
Lee	84		1,500.00	W
Sanford	60		—0—	Not Stated
New Hanover	1,127	7	11,778.00	W
Orange	40		14,734.00	W
Person	150		10,953.00	W
Greenville	140		850.00	W
Asheboro	15		6,180.00	W
Robeson	1,000		92,135.50	W
Rockingham	126		20,858.25	W
Madison-Mayodan	24		5,000.00	W
Raleigh	60		24,000.00	W
Warren	175		45,348.19	W

126 — OTHER—MISCELLANEOUS

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Shelby — Assistant Principals	460		$ 15,560.00	W
Forsyth — Continuing Education	200		79,809.00	W
Greene — Dropout Recovery and Prevention	478		60,791.00	W,S
Wayne — General Elementary Education	2,699		153,485.00	W
Jackson — General Elementary and Secondary Education	240		41,589.00	W
Franklin — Health Occupations	300		1,890.00	W
Lenoir County — Special Teachers	2,691		147,815.00	W
Edenton-Chowan — Summer Program	170	170	11,367.00	S
Clay — Supervisor of Instruction	—0—		2,825.00	W
Forsyth — Tutoring	30		—0—	W
Chapel Hill — Tutoring	353		—0—	W
Mount Airy — Visiting Teacher	15		2,506.00	W

PARTICIPATION BY SERVICE AREAS

No.	Area	Number of Children		Original Budget	Number of Units	
		Public and Not Enrolled	Non-Public		Winter	Summer
211	Attendance	60,385	520	$ 506,494.00	42	11
212	Clothing	42,279	513	359,006.91	82	18
213	Food	134,422	635	9,028,690.27	117	27
214	Guidance	87,614	210	1,170,915.05	70	7
215	Health — Dental	72,447	579	713,135.82	91	21
216	Health — Medical	93,030	1,001	1,028,976.58	106	24
217	Library	218,831	482	2,745,517.39	94	22
218	Psychological (Including Testing)	58,415	410	555,374.87	40	8
219	School Social Work	121,563	1,098	1,218,638.30	61	16
220	Speech Therapy	13,315	7	280,311.15	27	7
221	Transportation	43,668	622	268,258.00	29	19
222	Other — Inservice Training	52,458	971	298,391.73	27	6
222	Other — Curriculum Materials Center	30,872	474	317,983.00	10	1
222	Other — Miscellaneous	13,366	1,279	368,736.54	14	3

211 — ATTENDANCE

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Alleghany	650		$ 1,943.00	W
Washington City	463	110	8,025.00	W,S
Bladen	1,446		9,270.00	W
Caldwell	467		6,500.00	W
Cleveland	400		3,367.00	W
Whiteville	791		7,000.00	W
Craven	600		8,000.00	W
New Bern	1,355		9,947.00	W
Cumberland	4,600		95,565.00	W,S
Lexington	350		5,000.00	W
Durham City	5,487		12,500.00	W
Tarboro	1,000		9,920.00	W
Franklin	600		7,980.00	W
Franklinton	208		6,500.00	W
Gaston	2,458		17,881.00	W
Granville	2,007		5,197.00	W
Greene	500		11,173.00	W
Halifax	6,937		46,000.00	W
Weldon	400		5,832.00	W,S
Hertford	3,000		16,715.00	W,S
Hoke*	3,259		25,000.00	W,S
Iredell	878		2,800.00	W,S
Lee	1,400		800.00	W
Martin	3,215	400	10,750.00	W,S
Nash	2,300		6,834.00	W
New Hanover	472		36,675.00	W,S
Northampton	5,970		6,950.00	W
Orange	1,000		5,256.00	W
Randolph	824		5,100.00	W
Richmond (No. 2)	600	10	4,386.00	W
Richmond (No. 3)	500		15,000.00	W
Red Springs	45		3,100.00	W
Saint Pauls	624		3,980.00	W,S
Rockingham	1,161		7,260.00	W
Sampson	1,100		1,000.00	W
Scotland	Not Stated		35,000.00	W,S
Stanly	308		500.00	W
Tyrrell	565		4,300.00	W
Union	395		4,930.00	W,S
Wake	1,770		19,780.00	W
Washington County	60		9,764.00	W
North Wilkesboro	220		3,014.00	W

* Combined with another service activity. Name and budget listed only once.

212 — CLOTHING

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Alleghany	650		$ 800.00	W
Anson	400		6,000.00	W
Beaufort	925		2,000.00	W
Washington City	615	15	12,000.00	W
Bertie	850		15,527.00	W
Bladen	200		7,000.00	W
Buncombe	150		3,500.00	W
Asheville	100		300.00	W
Burke	56		318.00	W
Cabarrus	75		500.00	W
Caswell	125		1,000.00	W
Andrews	15		200.00	W
Murphy	150		1,175.00	W
Chowan-Edenton	260		1,800.00	W,S
Kings Mountain	40		400.00	W
Shelby	450		3,500.00	W
Columbus	4,075		6,441.00	W,S
Whiteville	225		3,000.00	W
New Bern	312		6,003.00	W
Cumberland	225		5,000.00	W,S
Fayetteville	51		600.00	W
Lexington	100		375.00	W
Duplin	300		3,000.00	W
Durham County	50		6,000.00	W
Tarboro	300		5,000.00	W
Forsyth	3,479		17,395.00	W
Franklin	350		3,000.00	W
Franklinton	100		1,000.00	W
Gates	200		8,500.00	W
Granville	540		4,000.00	W,S
Greene	400		4,000.00	W
Roanoke Rapids	25		800.00	W
Weldon	400	38	4,087.00	W,S
Harnett	500		11,550.00	W
Haywood	300		500.00	W
Henderson County	75	25	1,200.00	W
Hertford	3,333		—0—	W,S
Hoke	300		7,000.00	W,S
Mooresville	25		400.00	W,S
Jackson	301		3,810.00	W
Johnston	200		1,075.00	W
Jones	300		3,500.00	W
Lee	40		1,025.00	W
Kinston	1,000		—0—	W
Macon	195		2,800.00	W
Madison	118		6,932.00	W
Martin	3,215	400	2,500.00	W,S
Mitchell	1,098		2,000.00	W
Montgomery	100		1,404.00	W
Moore	550		1,410.00	W
Nash	650		27,217.00	W,S
Rocky Mount	1,580		4,409.00	W
Northampton	1,122		10,500.00	W
Pender	400		3,300.00	W

212 — CLOTHING (continued)

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Person	1,622	25	$ 3,000.00	W
Pitt	2,175		24,281.00	W
Asheboro	30		150.00	W
Richmond (No. 1)	225		542.00	W
Richmond (No. 2)	35	10	400.00	
Robeson	500		9,000.00	W,S
Fairmont	200		2,000.00	W,S
Lumberton	345		7,000.00	W
Maxton	8		200.00	S
Red Springs	45		600.00	W
Saint Pauls	150		800.00	W,S
Rockingham	300		3,500.00	W
Madison-Mayodan	50		500.00	W
Sampson	1,000		8,000.00	W
Clinton	600		10,829.75	W
Scotland			12,000.00	W,S
Stanly	136		600.00	W
Surry	200		2,000.00	W
Mount Airy	10		120.88	W
Tyrrell	100		1,000.00	W
Union	117		500.00	W,S
Monroe	50		500.00	W
Vance	500		11,940.00	W
Henderson City	286		5,500.00	W
Warren	600		4,480.28	W
Goldsboro	500		5,000.00	W
Wilkes	450		10,000.00	W
North Wilkesboro	100		2,529.00	W
Wilson County/Elm City	100		3,000.00	W,S
Yancey	250		2,281.00	W

213 — FOOD

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Alamance	700		$ 18,900.00	W
Alleghany	650		2,250.00	W
Anson	1,650		75,000.00	W
Avery	1,249		5,610.00	W
Beaufort	925		22,353.00	W
Washington City	650		30,972.00	W,S
Bertie	2,135		46,230.00	W,S
Bladen	1,008		54,450.00	W
Brunswick	1,000		52,213.00	W
Buncombe	400		15,500.00	W
Asheville	325		15,000.00	W
Burke	799		13,648.00	W
Morganton	68		2,743.00	W
Cabarrus	200		15,200.00	W

213 — FOOD (continued)

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Concord	100		$ 3,900.00	W
Kannapolis	160		400.00	S
Lenoir City	37		1,676.00	W
Camden	325		3,500.00	W,S
Caswell	2,590		24,023.00	W
Catawba	160		4,352.00	W
Chatham	555		10,700.00	W
Cherokee	584		16,963.00	W
Andrews	100		5,400.00	W
Murphy	150		8,100.00	W
Edenton-Chowan	750		36,468.00	W
Clay	210		7,560.00	W
Cleveland	200		9,000.00	W
Kings Mountain	84		4,536.00	W
Shelby	450		4,000.00	W
Columbus	4,075		67,599.00	W,S
Whiteville	540		7,000.00	W
New Bern	125		7,503.00	W
Cumberland	1,500		34,000.00	W,S
Fayetteville	308		15,200.00	W
Lexington	150		1,500.00	W,S
Duplin	1,970		90,200.00	W
Durham	160		10,640.00	W
Durham City	5,487		7,944.00	W
Edgecombe	5,058		247,700.00	W
Tarboro	200		12,000.00	W
Forsyth	2,699		70,200.00	W
Franklin	2,600		105,585.00	W
Franklinton	208		21,000.00	W
Gastonia	420		1,800.00	S
Gates	300		19,275.00	W
Graham	300		1,200.00	W
Granville	900		45,517.00	W,S
Greene	700		20,773.00	W
Guilford	353		15,000.00	W
Greensboro	2,322		20,000.00	W
High Point	500		34,800.00	W
Halifax	6,937		256,954.00	W
Roanoke Rapids	275		7,709.00	W
Weldon	900	125	32,234.00	W,S
Harnett	2,500		40,466,00	W
Haywood	500		2,000.00	W
Henderson County	220		7,700.00	S
Hertford	1,500		16,000.00	W,S
Hoke	500		19,000.00	W,S
Hyde	444		26,500.00	W,S
Mooresville	155		1,800.00	W,S
Jackson	301		9,328.00	W
Johnston	250		11,000.00	W
Jones	350		16,000.00	W
Lee	200		3,000.00	W
Lenoir County	2,691		42,625.00	W
Kinston	2,330	35	13,387.00	W
Macon	400		8,300.00	W

213 — FOOD (continued)

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Madison	2,084		$ 19,878.00	W
Martin	3,215	400	26,720.00	W,S
Mecklenburg	1,335	25	73,390.00	W,S
Mitchell	1,098		2,009.91	W
Moore	2,286		36,500.00	W
Nash	5,300		114,698.00	W,S
Rocky Mount	210		14,389.00	W
Northampton	3,445		85,500.00	W
Pamlico	100		11,216.00	W
Pender	725		12,225.00	W
Perquimans	818		10,107.00	W
Person	2,596		40,640.00	S
Pitt	7,245		106,676.00	W
Greenville	350	30	9,000.00	W
Polk	140		6,500.00	W
Tryon	as needed		850.00	W
Randolph	100		4,500.00	W
Asheboro	50		700.00	W
Richmond (No. 1)	635		23,000.00	W
Richmond (No. 2)	125	20	12,000.00	W
Richmond (No. 3)	200		12,000.00	W
Robeson	6,500		133,080.00	W,S
Fairmont	400		22,570.00	W,S
Lumberton	466		18,942.00	W
Maxton	1,054		9,674.00	W,S
Saint Pauls	200		10,000.00	W,S
Rockingham	250		20,390.00	W
Leaksville	450		3,200.00	W,S
Madison-Mayodan	70		3,780.00	W
Reidsville	350		2,000.00	W
Rutherford	2,100		7,546.93	W
Sampson	1,100		19,000.00	W
Scotland	Not Stated		71,000.00	W,S
Stanly	102		5,648.00	W
Surry	1,000		27,500.00	W
Mount Airy	70		820.00	W
Transylvania	779		7,815.00	W
Tyrrell	285		11,932.00	W,S
Union	353		31,500.00	W,S
Vance	500		20,304.00	W
Henderson City	466		15,695.00	W
Wake	1,430		14,520.00	W
Raleigh	1,500		18,000.00	W
Warren	3,600		43,644.97	W
Washington County	385		19,208.00	W
Wayne	4,200		87,475.46	W
Goldsboro	840		25,000.00	W
Wilkes	500		6,500.00	W
North Wilkesboro	526		4,927.00	W
Wilson County-Elm City	1,600		59,300.00	W,S
Yadkin*	1,262		35,000.00	W
Yancey	222		9,781.00	W

* Combined with another service activity. Name and budget listed only once.

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Burlington	265	25	$ 9,068.00	W
Alleghany	650		6,000.00	W
Ashe	1,550		7,200.00	W
Avery	1,324		10,620.00	W
Beaufort	2,914		15,960.00	W
Bladen	2,469		45,000.00	W
Camden	110		3,000.00	W
Caswell	2,590		10,227.00	W
Chatham	624		12,246.00	W
Cherokee	217		5,050.00	W
Murphy	800		7,700.00	W
Kings Mountain	—0—		Funds not budgeted	W
			at the time	W
Shelby	400		8,000.00	W
Whiteville	300		7,500.00	W
Fayetteville	1,531		36,300.00	W
Thomasville	213		7,851.00	W
Durham	900		7,000.00	W
Durham City	2,979		38,150.00	W
Forsyth	200		500.00	W
Franklin	600		18,096.00	W
Gaston	2,458		8,975.00	W
Gastonia	1,213		12,843.00	W,S
Gates	525		15,440.00	W
Graham	150		13,495.00	W
Granville	2,608		3,000.00	W
Greene	1,064		31,724.00	W
Guilford	1,662		80,080.00	W
Greensboro	870		48,877.90	W
Harnett	3,217		11,725.00	W
Haywood	510	10	15,000.00	W
Henderson County	220		825.00	W
Hertford	3,333		9,500.00	W
Hoke	1,600		16,000.00	W,S
Iredell	878		9,350.00	W,S
Statesville	132		8,492.00	W
Johnston	3,270		77,200.00	W
Sanford	523		9,345.82	W
Kinston	1,000		14,000.00	W
Macon	300		13,189.00	W
Martin	3,215		6,000.00	W
Mitchell	1,098		13,271.41	W
Nash	5,300		13,374.00	W,S
Pasquotank-Elizabeth City	750		12,000.00	W
Perquimans	516		12,578.00	W
Person	772		—0—	W
Pitt	3,496		28,050.00	W
Greenville	2,218	130	6,700.00	W
Richmond (No. 1)	210		16,000.00	W
Richmond (No. 2)	200	20	9,800.00	W
Maxton	300		10,500.00	W,S
Red Springs	250		7,000.00	W
Leaksville	100		5,920.00	W,S
Reidsville	584		20,033.00	W
Rutherford	1,049		62,406.21	W

214 — GUIDANCE (continued)

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Sampson	4,000		$ 8,000.00	W
Clinton	800		21,694.00	W
Stanly	611		9,000.00	W
Surry	1,000		2,000.00	W
Transylvania	779		21,264.00	W
Union	209		15,337.00	W,S
Monroe	350		2,775.00	W
Wake	5,973		16,330.00	W
Raleigh	1,100		27,200.00	W
Warren	1,160		25,055.68	W
Washington County	570		8,700.00	W
Watauga	300	25	15,458.00	W
Wayne	2,085		46,170.50	W
Goldsboro	400		11,000.00	W
Wilson County-Elm City	600		25,660.00	W
Yadkin	1,000		18,000.00	W
Yancey	450		22,255.00	W

215 — HEALTH—DENTAL

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Alamance*	Not Stated		$ 3,000.00	W
Alleghany	650		4,000.00	W
Avery	1,249		4,000.00	W
Beaufort	1,180		24,494.00	W
Washington City	800	45	13,480.00	W,S
Bertie	2,135		15,580.00	W,S
Bladen	700		15,300.00	W
Brunswick	1,224		15,486.00	W
Buncombe	130		3,250.00	W
Asheville	100		3,000.00	W
Cabarrus	15		150.00	W
Carteret	1,524		6,292.00	W
Caswell	130		3,400.00	W
Catawba	160		300.00	W
Chatham	20		1,000.00	W
Murphy	100		1,500.00	W
Chowan-Edenton	160		1,500.00	W,S
Kings Mountain	40		400.00	W
Shelby	300		4,000.00	W
Columbus	4,075		31,903.00	W,S
Whiteville	275		7,000.00	W
Craven	2,180		14,000.00	W
New Bern	1,355	31	8,203.00	W
Cumberland*	4,000		22,640.00	W,S
Lexington	20		100.00	W

215 — HEALTH—DENTAL (continued)

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Duplin	2,000		$ 18,000.00	W
Edgecombe	500		12,000.00	W
Tarboro	100		2,600.00	W
Forsyth	2,299		17,065.00	W
Franklin	300		9,590.00	W
Franklinton	100		1,500.00	W
Gates	60		9,435.00	W
Granville	500		5,294.00	W
Greene	40		386.00	W
Halifax	6,937		26,400.00	W
Roanoke Rapids	90		2,000.00	W
Weldon*	350	35	12,637.00	W,S
Harnett	2,216		16,910.00	W
Henderson County	554	25	1,050.00	W,S
Hertford	3,000		13,500.00	W,S
Hoke*	1,600		12,000.00	W,S
Hyde	260		5,000.00	W
Mooresville	25		500.00	W,S
Jackson	200		3,360.00	W
Johnston	50		3,225.00	W
Lee	100		7,000.00	W
Sanford	721		5,009.33	W
Kinston*	2,000	35	10,000.00	W
Macon	160		1,000.00	W
Madison	100		13,965.00	W
Martin	3,215	400	10,000.00	W,S
Mecklenburg	560		10,948.00	W,S
Mitchell	1,098		4,000.00	W
Montgomery	120		7,856.00	W
Nash	550		21,950.00	W,S
Northampton	1,296		5,400.00	W
Pender	430		4,308.00	W
Person	974	68	10,720.00	S
Pitt	781		19,081.58	S
Greenville*	209	38	7,800.00	W
Polk	50		1,000.00	W
Tryon	as needed		850.00	W
Asheboro	50		400.00	W
Richmond (No. 1)*	750		18,000.00	W
Richmond (No. 2)	30	10	350.00	W
Robeson	450		13,000.00	W
Fairmont	52		5,030.00	W,S
Lumberton	264		6,951.00	W
Maxton	50		4,800.00	W,S
Red Springs	60		1,845.00	W
Saint Pauls*	475		9,500.00	W
Rockingham	300		6,980.00	W
Madison-Mayodan	50		1,000.00	W
Reidsville	1,350		2,450.00	W
Sampson	600		8,200.00	W
Clinton	800		14,925.00	W
Scotland	as needed		11,000.00	W,S
Stanly	91		3,000.00	W
Surry	200		5,000.00	W

215 — HEALTH—DENTAL (continued)

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Transylvania	779		$ 4,260.00	W
Tyrrell	150		1,000.00	W
Union	353		3,435.00	W,S
Monroe			300.00	W
Vance	150		6,932.00	W
Henderson City	125		3,500.00	W,S
Wake	1,490		15,125.00	W
Warren*	400		12,871.91	W
Washington	120		5,000.00	W
Wayne	4,200		30,000.00	W
Goldsboro	200		4,000.00	W
Wilkes	2,275		20,000.00	
N. Wilkesboro	100		5,077.00	W
Wilson County-Elm City	200		15,180.00	W,S
Yancey	266		9,506.00	W

* Combined with another service activity. Name and budget listed only once.

216 — HEALTH—MEDICAL

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Alleghany	650		$ 2,209.00	W
Anson	625		11,000.00	W
Avery	1,249		6,410.00	W
Beaufort	215		12,248.00	W
Washington City	200	15	8,240.00	W,S
Bertie	2,135		36,130.00	W,S
Bladen	700		24,000.00	W
Brunswick	724		15,486.00	W
Buncombe	100		5,250.00	W
Asheville	75		1,700.00	W
Cabarrus	15		150.00	W
Concord	100		950.00	W
Camden	35		6,500.00	W,S
Carteret	1,524		12,585.00	W
Caswell	575		4,000.00	W
Catawba	160		700.00	W
Chatham	20		1,000.00	W
Andrews	150		2,162.00	W
Murphy	50		5,900.00	W
Edenton-Chowan	55		500.00	W
Cleveland	3,000		1,530.00	W
Kings Mountain	810		5,100.00	W
Shelby	550		15,000.00	W
Columbus	4,075		29,903.00	W,S
Whiteville	675		7,000.00	W

216 — HEALTH—MEDICAL (continued)

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Craven	2,180		$ 28,000.00	W
New Bern	1,355	31	8,203.00	W
Fayetteville	25		1,100.00	W
Lexington	30		150.00	W
Duplin	Not Stated		23,370.00	W
Durham County	75		6,500.00	W
Edgecombe	1,000		36,000.00	W
Tarboro	300		8,650.00	W
Forsyth	2,299		17,065.00	W
Franklinton*	208		3,350.00	W
Gates	100		11,685.00	W
Graham	75		8,575.00	W
Granville	570		6,035.00	W,S
Greene	1,531		14,774.00	W
Guilford	800		6,830.00	W
Greensboro	2,322		20,328.00	W
High Point	25		500.00	W
Halifax	6,937		26,400.00	W
Roanoke Rapids	35		1,100.00	W,S
Harnett	400		6,500.00	W
Henderson County	555	25	1,050.00	W,S
Hoke	3,000		12,500.00	W,S
Hyde	447		11,500.00	W,S
Iredell	878		3,520.00	W,S
Mooresville	100		3,650.00	W,S
Statesville	580		5,235.00	W
Jackson	200		3,360.00	W
Johnston	190		25,296.00	W
Lee	1,425		7,500.00	W
Sanford	721		5,008.34	W
Macon	984		1,600.00	W
Madison	100		12,632.00	W
Martin	3,215	400	11,290.00	W,S
Mecklenburg	1,335	25	15,381.00	W,S
Mitchell	1,098		4,200.00	W
Montgomery	110		6,956.00	W
Moore	550		7,524.00	W
Nash	1,750		24,378.00	W,S
Rocky Mount	1,580		12,714.00	W
New Hanover	2,723	5	58,202.00	W,S
Northampton	1,296		5,400.00	W
Pamlico	80		10,806.00	W
Pender	861		8,616.00	W
Person	3,245	500	10,720.00	S
Pitt	2,609		76,441.58	W
Polk	35		1,000.00	W
Randolph	471		5,110.00	W
Asheboro	10		200.00	W
Robeson	500		13,287.00	W
Fairmont	95		3,030.00	W,S
Lumberton	80		3,109.00	W
Maxton	50		4,800.00	W,S
Red Springs	60		1,805.00	W
Rockingham	300		4,980.00	W

216 — HEALTH—MEDICAL (continued)

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Madison-Mayodan	50		$ 500.00	W
Reidsville	1,350		8,000.00	W
Sampson	600		5,000.00	W
Clinton	800		10,000.00	W
Scotland	Not Stated		4,000.00	W,S
Stanly	52		3,000.00	W
Albemarle	350		11,000.00	W,S
Surry	200		8,000.00	W
Mount Airy	20		600.00	W
Swain	779		4,260.00	W
Transylvania	592		3,485.00	W,S
Tyrrell	25		1,000.00	W
Union	876		15,090.00	W
Monroe			429.00	W
Vance	200		11,870.00	W
Henderson City	911		10,000.00	W,S
Wake	2,340		7,870.00	W
Raleigh	2,719		12,360.00	W
Washington County	60		5,000.00	W
Watauga	400		6,000.00	W
Wayne	4,200		12,029.66	W
Goldsboro	1,200		1,000.00	W
Wilkes	225		9,480.00	W
North Wilkesboro	100		5,077.00	W
Wilson County-Elm City	950		36,000.00	W,S
Yancey	64		4,356.00	W

217 — LIBRARY

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Alamance	420		$ 4,704.00	W
Anson	4,036		60,000.00	W
Beaufort	2,914		43,586.00	W,S
Washington City	680	30	10,174.00	W,S
Bertie	2,135		46,798.00	W,S
Bladen	2,169		5,000.00	W
Brunswick	2,524		33,070.00	W
Asheville	1,523		23,500.00	W
Burke	689		10,090.00	W
Glen Alpine	227		13,100.00	W
Concord	300		28,870.00	W
Caldwell	177		15,620.00	W,S
Lenoir City	325		7,180.00	W
Carteret	1,524		28,724.00	W
Caswell	2,590		37,545.00	W
Newton	1,525		4,442.22	W
Chatham	1,921		32,284.00	W

217 — LIBRARY (continued)

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Cherokee	584		$ 5,762.00	W
Andrews	435		4,347.00	W
Murphy	1,450		500.00	W
Chowan-Edenton	1,725		9,284.00	W
Clay	Not Stated		10,744.00	W
Cleveland	3,000		28,050.00	W
Kings Mountain	3,674		42,413.00	W
Shelby	500		8,500.00	W
Whiteville	1,163		3,000.00	W
New Bern	1,355	31	4,666.00	W
Cumberland	3,700		80,000.00	W
Fayetteville	2,452		59,400.00	W
Currituck	568		16,972.00	W
Dare	478		7,300.00	W
Lexington	617		5,000.00	W
Duplin	4,170		60,500.00	W
Durham	1,740		16,000.00	W
Durham City	5,487		34,000.00	W
Edgecombe	5,672		25,000.00	W,S
Franklin	3,299		39,393.00	W
Gastonia	1,213		11,500.00	W,S
Graham	1,200		15,032.00	W
Granville	2,608		29,826.00	W,S
Greene	3,116		63,440.00	W
High Point	1,200	7	3,570.00	S
Halifax	6,937		24,754.00	W
Roanoke Rapids	275		1,000.00	W,S
Harnett	3,217		57,907.00	W
Henderson County	1,853		650.00	S
Hendersonville	129		4,254.00	W
Hertford	3,000		8,000.00	W,S
Hoke	3,259		Not Stated	W,S
Iredell	878		7,550.00	W,S
Jackson	1,280		16,527.00	W
Johnston	12,588		164,384.00	W
Lee	1,224		2,000.00	W
Lenoir County	3,851		65,000.00	W
Macon	925		46,000.00	W
Madison	3,210		79,331.00	W
Martin	3,215	400	41,800.00	W,S
Moore	4,086		31,464.00	W
Nash	5,300		103,200.00	W,S
New Hanover	3,668	4	12,317.00	W,S
Northampton	Not Stated		Not Stated	W,S
Orange	800		12,238.00	W
Pender	1,350		20,248.00	W
Pitt	7,165		92,903.58	W
Greenville	2,921		20,000.00	W
Polk	500		2,220.00	W
Randolph	1,384		70,448.00	W
Asheboro	2,008		6,031.00	W
Richmond (No. 1)	1,200		38,500.00	W
Richmond (No. 2)	626	10	3,000.00	W
Robeson	20,352		94,220.00	W,S

217 — LIBRARY (continued)

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Lumberton	900		$ 3,644.00	W
Maxton	1,054		12,000.00	W,S
Red Springs	165		15,597.00	W
Saint Pauls	794		10,500.00	W,S
Rockingham	1,161		39,329.41	W
Leaksville	545		7,200.00	W,S
Reidsville	1,350		30,164.00	W
Rutherford	2,249		76,098.29	W
Sampson	8,000		50,000.00	W
Clinton	800		16,942.00	W
Scotland	Not Stated		40,000.00	W,S
Stanly	Not Stated		30,000.00	W
Albemarle	46		9,000.00	W
Surry	2,476		12,500.00	W
Transylvania	4,009		20,565.00	W
Union	1,552		19,250.00	W
Monroe	350		3,340.00	W
Vance	1,598		18,994.00	W
Henderson City	1,571		25,308.00	W,S
Wake	5,973		62,500.00	W
Raleigh	1,500		38,325.00	W
Warren	2,700		81,917.89	W
Watauga	300		27,000.00	W
Wilkes	3,129		16,188.00	W
Wilson County-Elm City	1,200		46,520.00	W,S
Yancey	1,223		17,802.00	W

218 — PSYCHOLOGICAL (INCLUDES TESTING)

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Bladen	100		$ 4,513.00	W
Asheville	50		3,896.00	W
Burke	10		57.00	W
Catawba	340		1,344.00	W
Murphy	1,450		500.00	W
Columbus	4,075		25,819.00	
Craven	2,180		22,000.00	W
Cumberland	410		17,000.00	W,S
Fayetteville	202		11,400.00	W
Durham	150		6,500.00	W
Durham City	5,487		14,250.00	W
Edgecombe	4,269		20,000.00	W
Granville	Not Stated		—0—	Not Stated
Guilford	1,662		1,520.00	W
Greensboro	2,313		11,350.00	W
High Point	120		1,000.00	W

218 — PSYCHOLOGICAL (INCLUDES TESTING) (continued)

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Henderson County	25		$ 600.00	S
Hertford	2,000		5,000.00	S
Jackson	1,280		2,810.00	W
Johnston	250		12,600.00	W
Lee	55		1,968.00	W
Kinston	1,000		10,000.00	W
Martin	3,215	400	16,500.00	W,S
Mecklenburg	2,685		204,000.00	W
Montgomery	40		1,404.00	W
New Hanover	112	1	6,649.00	W,S
Northampton	5,970		25,600.00	W
Pitt	736		20,859.58	W
Greenville	74	9	1,370.00	W
Polk	350		600.00	W
Asheboro	20		200.00	W
Robeson	450		15,400.00	W
Fairmont	75		5,000.00	W,S
Lumberton	715		800.00	W
Red Springs	40		650.00	W
Leaksville	250		6,000.00	W,S
Rutherford	549		6,140.19	W
Sampson	150		1,000.00	W
Wake	780		10,000.00	W
Raleigh	2,719		16,706.62	W
Wayne	4,200		29,108.48	W
Wilkes	120		1,200.00	W
Wilson County-Elm City	800		8,060.00	W,S

219 — SCHOOL SOCIAL WORK

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Alleghany	650		5,000.00	W
Washington City	900	110	18,554.00	W,S
Bertie	965		13,197.00	W,S
Bladen	2,000		10,000.00	W
Asheville	1,000		16,172.00	W
Burke	157		3,094.00	W
Cabarrus	510		7,000.00	W
Chowan-Edenton	1,725		6,885.00	W
Cleveland	3,000		3,459.00	W
Shelby	700		7,000.00	W
Columbus	4,075		35,966.00	W,S
Whiteville	Not Stated		—0—	Not Stated
New Bern	1,355		9,947.00	W
Cumberland	4,600		95,620.00	W,S
Fayetteville	856		8,000.00	W

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Durham	1,740		$ 18,278.00	W
Durham City	5,487		6,750.00	W
Edgecombe	5,672		25,000.00	W
Tarboro	1,000		2,910.00	W
Forsyth	6,860		126,756.00	W
Cherryville	100		9,895.00	W
Gates	1,353		23,215.00	W
Greene	319		6,886.00	W
Greensboro	661		41,766.00	W
High Point	207	125	5,800.00	W,S
Weldon	1,500	100	8,682.00	W,S
Harnett	2,000		50,440.00	W
Haywood	1,005		10,000.00	W
Henderson County	220		825.00	S
Hertford	3,000		19,100.00	W,S
Hoke	3,259		25,000.00	W,S
Jackson	1,280		2,028.00	W
Johnston	3,600		33,400.00	W
Lee	1,400		10,000.00	W
Kinston	2,000		30,000.00	W
Madison	350		13,400.00	W
Martin	3,215	400	9,000.00	W,S
Mecklenburg	2,685		69,809.00	W,S
Montgomery	580		8,501.00	W
Moore	4,086		2,907.00	W
Rocky Mount	1,530		26,039.00	W
Northampton	5,970		10,500.00	W
Chapel Hill	701		5,860.00	W
Pender	1,350		5,692.00	W
Person	2,920	250	4,680.00	S
Pitt	4,457		79,541.58	W
Greenville	354	25	14,500.00	W
Robeson	10,352		54,800.00	W,S
Lumberton	309		2,092.00	W
Rockingham	326		5,481.59	W
Madison-Mayodan	100		3,200.00	W
Salisbury	260	6	9,200.00	W
Rutherford	1,200		33,847.58	W
Sampson	5,000		10,000.00	W
Clinton	1,200		12,708.75	W
Scotland	Not Stated		35,000.00	W,S
Swain	175		4,470.00	W
Tyrrell	565		2,000.00	W
Vance	1,598		19,867.00	W
Henderson City	405		11,760.80	W,S
Wayne	4,200		19,394.00	W
Goldsboro	200		7,000.00	W
Wilkes	701		17,546.00	W
Wilson County-Elm City	1,500	200	23,216.00	W,S

220 — SPEECH THERAPY

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Anson	600		$ 4,000.00	W
Beaufort	210		6,521.00	W
Bladen	94		17,500.00	W
Burke	118		7,808.00	W
Caldwell	60		7,800.00	W
Carteret	150		7,888.00	W
Chatham	80		6,500.00	W
Kings Mountain	90		9,912.00	W
Whiteville	Not Stated		—0—	Not Stated
New Bern	1,355		10,127.00	W
Franklin	300		18,204.00	W
Gaston	100		6,195.00	W
Gastonia	178		8,500.00	W,S
Granville	75		3,000.00	W
High Point	125	7	1,428.00	S
Halifax	6,937		6,800.00	W
Harnett	250		7,779.00	W
Haywood	305		15,000.00	W
Henderson County	150		825.00	S
Hertford	150		Paid by State	W,S
Hoke	130		47,000.00	W,S
Jackson	150		7,570.00	W
Johnston	260		17,622.00	W
Lee	Not Stated		—0—	Not Stated
Person	40		596.00	S
Pitt	202		24,597.29	W
Richmond (No. 1)*	225		12,000.00	W
Lumberton	220		320.00	W
Maxton	447		3,000.00	W,S
Rutherford	100		1,818.85	W
Wilkes	104		8,000.00	W
Yadkin	90		12,000.00	W

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*Combined with another service activity. Name and budget listed only once.

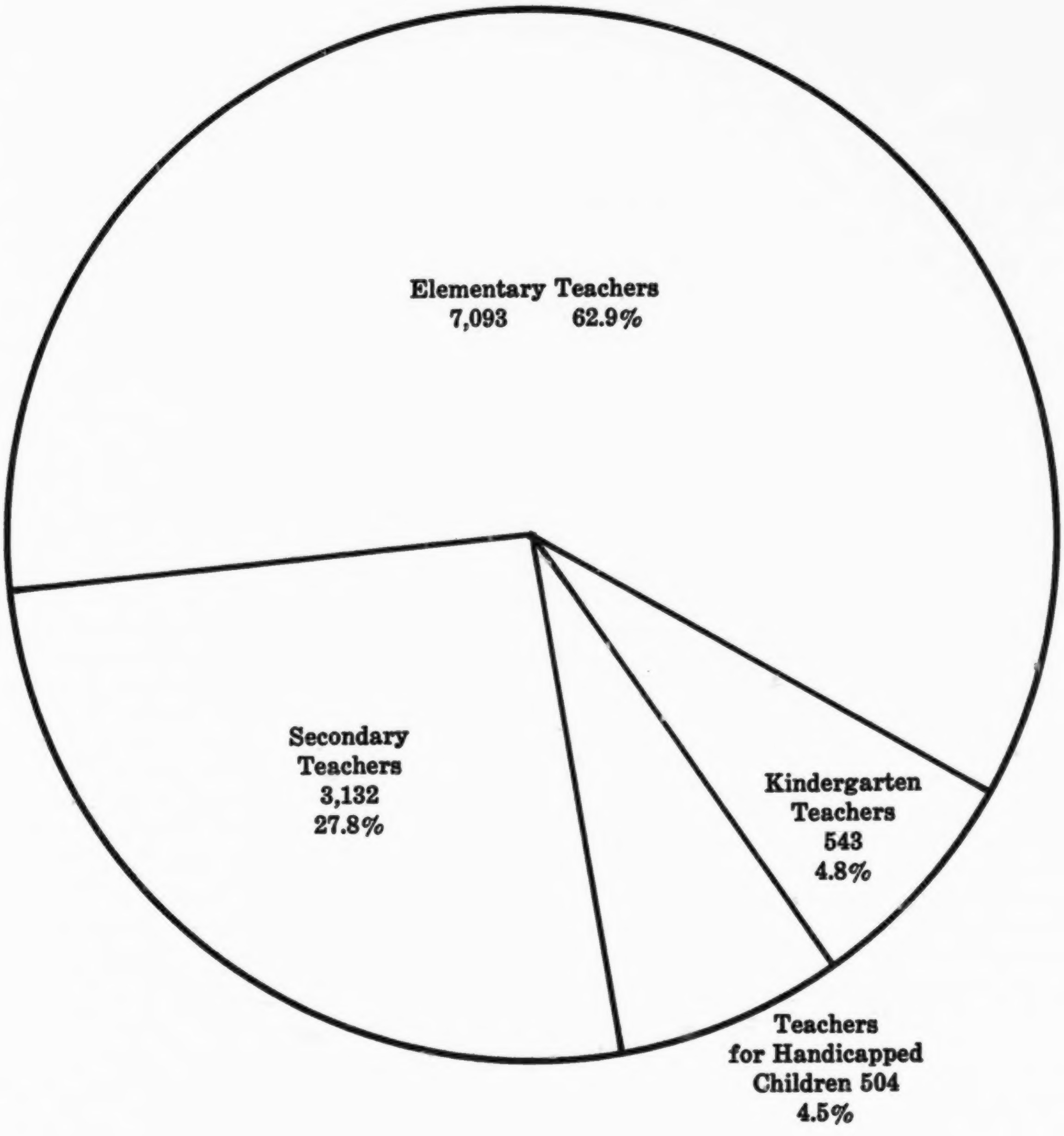
221 — TRANSPORTATION

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Alamance	420		$ 4,560.00	W
Anson	1,600		10,000.00	W
Washington City	870	25	14,227.00	W
Asheville	25		500.00	W
Cabarrus	600		12,500.00	W
Kannapolis	160		285.00	S
Catawba	160		2,600.00	W
Cumberland	1,100		19,200.00	S
Duplin	475		7,125.00	W
Durham	60		6,000.00	W
Edgecombe	5,672		15,000.00	W
Forsyth	4,485	40	—0—	W
Gastonia	400		3,750.00	S
Granville	900		10,399.00	W,S
Greensboro	2,313		8,000.00	W
High Point	1,207	200	5,500.00	W,S
Halifax	6,937		11,200.00	W
Roanoke Rapids	550		2,225.00	W,S
Weldon	100		3,050.00	S
Hertford	3,000		2,500.00	W,S
Hyde	661		6,389.00	W,S
Iredell	770		2,870.00	S
Mooresville	80		400.00	S
Johnston	36		—0—	W
Lee	1,200		2,000.00	W
Sanford	721		2,050.00	W
Mecklenburg	560		37,931.00	W,S
Nash	600		21,046.00	S
Person	1,050	450	11,800.00	S
Polk	580		800.00	W
Randolph			3,000.00	W
Fairmont	1,092		4,300.00	W,S
Maxton	250		2,500.00	W,S
Sampson	4,000		1,000.00	W
Scotland	Not Stated		15,624.00	W,S
Swain	141		7,057.00	W
Union	300		8,500.00	S
Monroe	Not Stated		450.00	W
Wilson County-Elm City	500		1,920.00	S

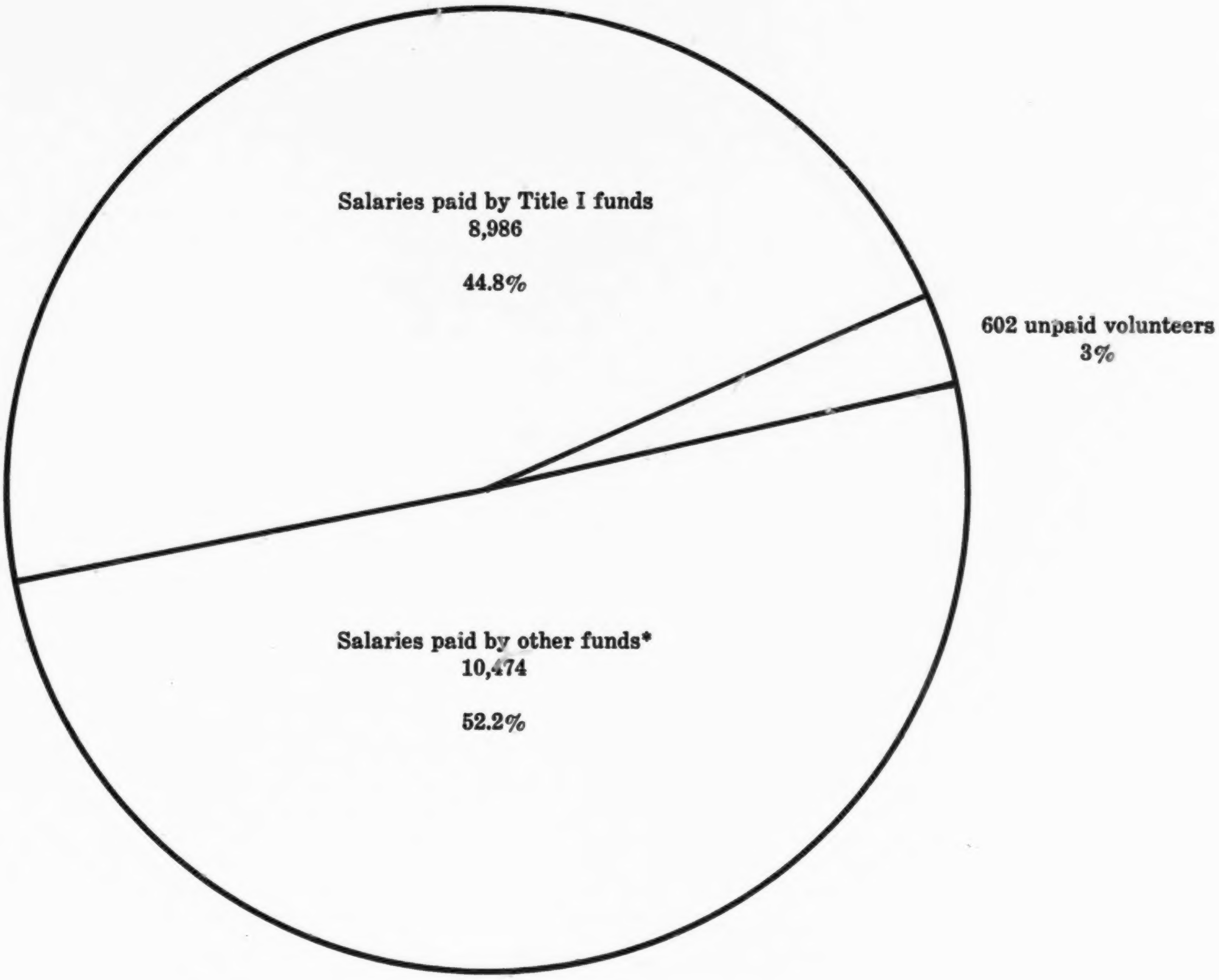
222 — OTHER—INSERVICE TRAINING

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Alexander	8		$ —0—	W
Alleghany	Not Stated		—0—	Not Stated
Beaufort	2,914		5,350.00	W
Brunswick	2,300		7,213.00	W
Lenoir City	Not Stated		—0—	Not Stated
Camden	Not Stated		—0—	Not Stated
Catawba	49		7,715.00	W
Cleveland	Not Stated		500.00	S
New Bern	Not Stated		4,553.00	W
Durham	1,740		7,000.00	W
Durham City	5,487		2,350.00	W
Edgecombe	5,672		10,074.00	W
Tarboro	750		2,088.00	W
Guilford	Not Stated		500.00	W
Greensboro	Not Stated		1,000.00	W
Halifax	Not Stated		30,000.00	Not Stated
Weldon	1,100		1,500.00	S
Hoke	Not Stated		2,000.00	Not Stated
Kinston	2,550		1,000.00	W
Martin	3,215	400	4,800.00	W,S
Mecklenburg	3,547	71	26,500.00	W
Person	3,245	500	500.00	W,S
Pitt	1,188		17,435.67	Not Stated
Polk	1,400		20,329.00	W
Asheboro	50		50.00	W
Richmond (No. 1)	Not Stated		—0—	Not Stated
Robeson	10,352		17,624.00	W,S
Maxton	1,054		500.00	W
Red Springs	130		500.00	W
Rowan	2,200		1,000.00	W
Sampson	1,100		17,000.00	W
Scotland	Not Stated		—0—	Not Stated
Surry	100		3,000.00	W
Transylvania	779		24,347.00	W
Henderson City	Not Stated		2,500.00	W,S
Wake	Not Stated		—0—	Not Stated
Warren	233		73,553.06	Not Stated
Washington County	1,200		3,160.00	W
Wilkes	95		2,850.00	W

TEACHER PARTICIPATION BY INSTRUCTIONAL LEVEL



STAFF PARTICIPATION BY SALARY SOURCE



*State Funds, Local Funds, and other Federal programs

STUDENT PARTICIPATION BY GRADE LEVEL

	Public	Not in School	Non-Public	Total
Kindergarten		9,563*		9,563
Grades 1-3	83,252	55	219	83,526
Grades 4-6	80,219	32	227	80,478
Grades 7-9	71,753	528	121	72,402
Grades 10-12	48,220	982	59	49,261
Ungraded	7,262	81	3	7,346
	290,706	11,241	629	302,576

*Because North Carolina does not have a state system of Kindergarten, all pre-first graders have been listed as "Not in School."

STAFF PARTICIPATION BY OCCUPATION

Staff	Salary Paid by ESEA	Salary Not Paid by ESEA	Unpaid Volunteers	Total
Teachers				
Kindergarten	498	0	45	543
Elementary	1,497½	5,416	180	7,093½
Secondary	479½	2,583½	69	3,132
For Handicapped	86	365	53	504
Total	2,561	8,364½	347	11,272½
Teacher Aides	3,831½	120½	136	4,088
Librarians	403	251	7	661
Supervision/Administration	451	566	1	1,018
Clerical Help	576	325½	3	904½
Counseling/Psychologist/Testing	193	150½	3	346½
Social Work/Attendance	249	62	19	330
Nurses	158	73	0	231
Physicians	9	12	12	33
Dentists	2	5	11	18
Other	553	544	63	1,160
TOTALS	8,986½	10,474	602	20,062½

EXPENDITURES BY SELECTED CATEGORIES

	Salaries	Other	Total
Administration*	$ 2,642,574	$ 341,586	$ 2,984,160
Instruction	23,396,915	2,220,908	25,617,823
Attendance Services	108,850	1,081,495	1,190,345
Health Services	779,001	958,103	1,737,104
Food Services	388,299	2,767,402	3,155,701
Equipment			867,618
Construction			392,894

*At level of Local Administrative Unit

222 — OTHER—CURRICULUM MATERIALS CENTER

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Alamance	1,269		$ 8,260.00	W
Beaufort	2,664	250	14,608.00	W
Brunswick	2,300	224	21,588.00	W
Caldwell	1,288		49,920.00	W
Davidson	830		67,291.00	W
Greene	3,116		45,057.00	W
Johnston	12,588		14,515.00	W
Lenoir County	3,851		76,332.00	W
Henderson City	1,571		11,160.00	W,S
Washington County	1,395		8,622.00	W

222 — OTHER—MISCELLANEOUS

Unit	Number of Children		Original Budget	Term
	Public and Not Enrolled	Non-Public		
Administrative Cost, Fixed Charges, etc.				
Cherokee	584		$ 20,616.00	W
Clay	Not Stated		10,210.00	W
Franklin	Not Stated		88,503.00	W
Greensboro	2,313		62,225.00	W
Greenville	Not Stated		43,348.00	W
Administration				
Mitchell	1,098		16,449.54	W
Randolph	1,384		16,640.00	W
Raleigh	2,719		71,915.00	W
Maintenance				
Randolph	1,384		8,030.00	W
Scotland	Not Stated		4,000.00	W,S
Preservice Training				
Henderson County	Not Stated		800.00	S
Mecklenburg	775	585	10,250.00	W
Waiver of Fees				
Cherryville	75		300.00	W
Madison-Mayodan	50		200.00	W
Related Activities for Parents				
Mecklenburg	2,984	634	9,250.00	W
Tutorial Study Center				
Cumberland	Not Stated	60	6,000.00	S

PARTICIPATION IN INSERVICE TRAINING

Teachers	7,693
Aides	2,764½
Other	731½
Total	11,189

NUMBER OF PARENTS EXPECTED TO PARTICIPATE 9,965

EXPENDITURES FOR CONSTRUCTION BY UNIT

Alexander County	$ 6,150
Buncombe County*	5,500
Columbus County	400
Whiteville City	6,000
Franklin County	89,000
Franklinton City	8,250
Granville County	20,000
Halifax County	80,000
Roanoke Rapids City	21,000
Mitchell County	5,000
Moore County	54,000
Sampson County	11,000
Henderson City	6,561
Warren County	75,733
Wayne County	4,000
Wilson County-Elm City	300
TOTAL	$392,894

*Including salaries for installing equipment

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